

Unesco Sponsored
**Innovative Pilot Project on Promotion of Primary
Education of Girls & Disadvantaged Groups
in Haryana**

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HAND BOOK



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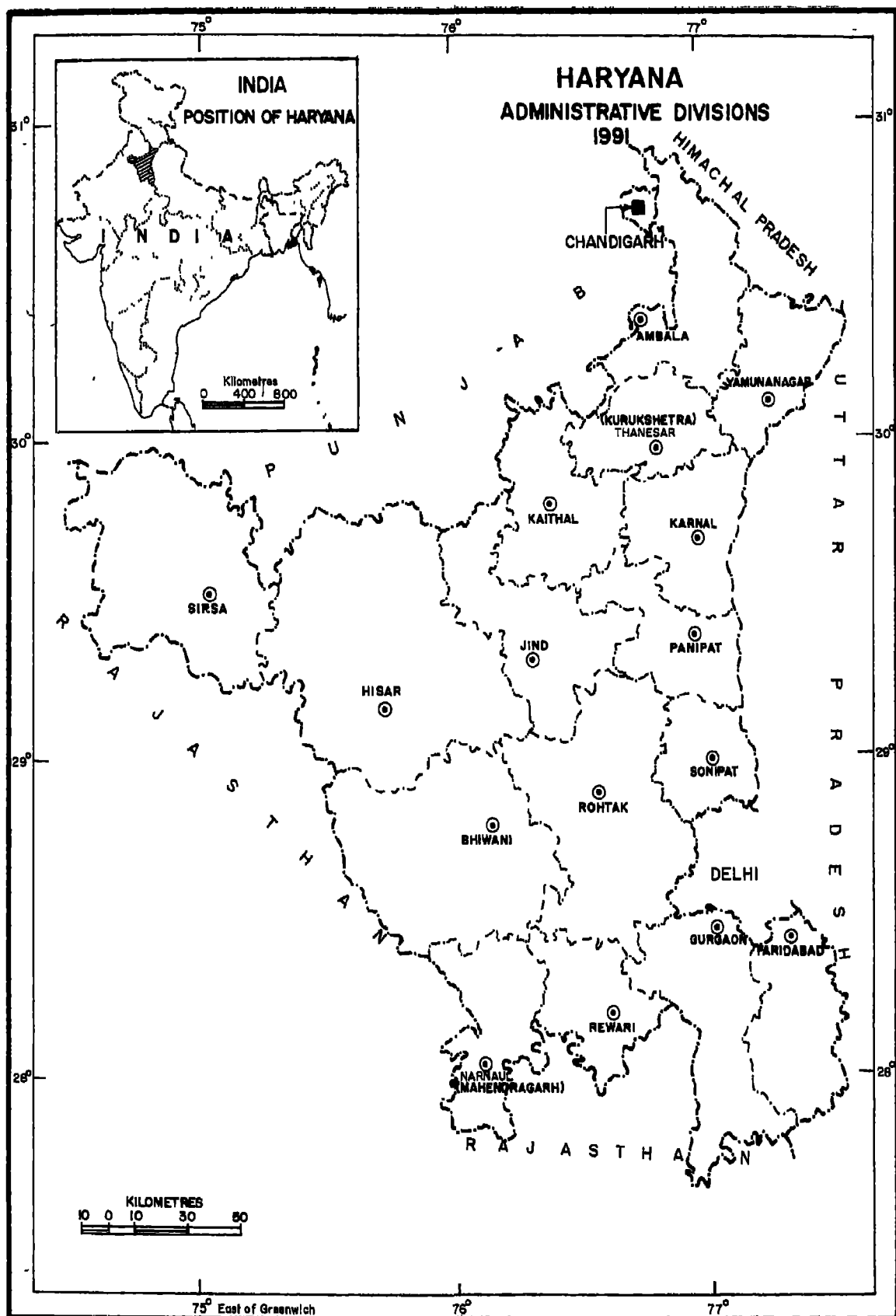


Figure 4

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Chapter 1

Introduction to the Project

THE CONCEPT

The World Conference on Education for All (1990) and subsequent world summit on children held in September 1990 made declaration. Goals of the Declaration include: expansion of early childhood care and developmental activities especially for poor disadvantaged and disabled children; universal access to basic education with emphasis on reducing disparities between boys and girls; sufficient emphasis on female literacy to reduce the current disparity; and increased acquisition by individuals and families of the knowledge, skills and values required for better living.

India is committed to providing free & compulsory education to all children upto the age of fourteen. National Policies are, therefore, directed to reach out to girls and other disadvantaged groups in rural and remote areas. Several Comprehensive and intensive EFA projects have been launched recently. It is felt that while there is commitment and understanding of problems and constraints among national and state level policy makers, there is still a lack of understanding and sensitivity (especially to gender issues among implementers at all levels. Policy statements and broad guidelines, thus, do not get translated into concrete action for lack of exposure to new ideas and skills.

The present project is aimed at sensitizing, orienting and training educational administrators, teacher educators and faculties of premier curriculum resource centres, viz., State Council of Educational Research and Training, and District Institutes of Education and Training. This integrated multilevel program will not only sensitise key actors at the state, district, block, and village levels but will also help them bond into a group with a shared vision. Need based, local specific and research based training materials bringing out regional nuances especially on the status of women and its impact on education and development will be prepared. The concept of integrated training under this project is significant departure from the conventional training strategies.

WHY HARYANA

The State is committed to Universalisation of Primary Education by 1995 - Haryana has provided schooling facilities to almost all habitations.

The State is poised to move to better retention after a massive enrolment drive carried out recently by teachers and the community.

The State accords prime importance to enrolling and retaining girls through various incentives, and policy statements indicate high political and bureaucratic commitment to improving education of women.

Since its inception in 1966, Haryana has made strides in building development infrastructure. Roads, electricity, minor irrigation and telecommunications have reached every village. Agriculture and industry have progressed on a fast pace to increase the productivity and prosperity levels.

On the other hand, Haryana fares poorly on all known indicators of status of women like female mortality, fertility, infant mortality rate, age at marriage and level of female work force participation rate. Number of women per thousand males is as low as 865 and is the lowest in the country. This is suggestive of low status of the female population in the state.

THE PROJECT: The project therefore conceives (i) improvement of access and retention of girls and disadvantaged groups in rural and remote areas (ii) intervention into the content and process of education to eliminate existing sex bias and sex stereotyping with a view to raising the status of women within the framework of equality as guaranteed by the Indian Constitution.

OPERATIONALISATION OF THE PROJECT

STEP 1: Building up a resource base

- noting innovative practices in other states
- preparation of a profile of girls education in Haryana
- status of women in Haryana
- development of graphic materials

STEP 2: Seeking official collaboration

- meetings with: Education Commissioner, Director Primary Education, Director, SCERT, Haryana
- identification of sample districts for intensive survey

STEP 3: Exploratory Exercise

- meetings with: block level officers and block education officers
- visits to: sample villages and primary schools

STEP 4: Conducting dropout girls study

- collection and analysis of data
 - (a) Development of tools - (i) village head schedule (ii) institutional schedule (iii) household schedule (iv) drop out girls schedule (v) never enrolled school girls schedule (vi) teacher schedule
 - (b) field work
 - (c) analysis of data
 - (d) report writing

STEP 5: Integrating practitioners perceptions - meeting of 16 district primary education officers - information base of 'circulated information blank' to 124 block education officers as field officers.

STEP 6: Development of training materials - outcome of all the above activities would form the basis for the preparation of local specific training materials.

STEP 7: Orientation and training of key educational personnel - 16 District Primary Education Officers, 124 Block Education Officers, 70 Primary Teachers, Educators from SCERT's, DIET's and ITI's.

STEP 8: Evaluation and Feedback

- inbuilt evaluation at each stage for continuous feedback
- comprehensive evaluation after the training phase
- feedback for dissemination and diffusion.

FUTURE PAYOFF TO HARYANA

Help state to overcome its difficulties.

9 selected villages and the schools therein to be adopted by Department of Women's Studies in collaboration with the Department of Education, Haryana, for continuous nourishment.

• Materials generated to form the basis for preparation of Handbooks for Educational Supervisors, Classroom Teachers and Parents.

Mobile primary teacher training. It is envisaged that audio-visual and print material produced shall form the basis for the implementation of mobile training teams for reaching out to teachers in groups of villages.

Diffusion in other states and countries. This innovative project can serve as a reference point for other states of India and other countries engaged in the task of UPE. See Figu

INNOVATIVE PILOT PROJECT ON PRIMARY EDUCATION
FOCUS: GIRLS & DISADVANTAGED GROUPS IN RURAL & REMOTE AREAS.
GOALS: (i) Universalisation of Access, Enrolment, Retention & Achievement
(ii) Bringing about Equality Between Sexes in all Spheres.

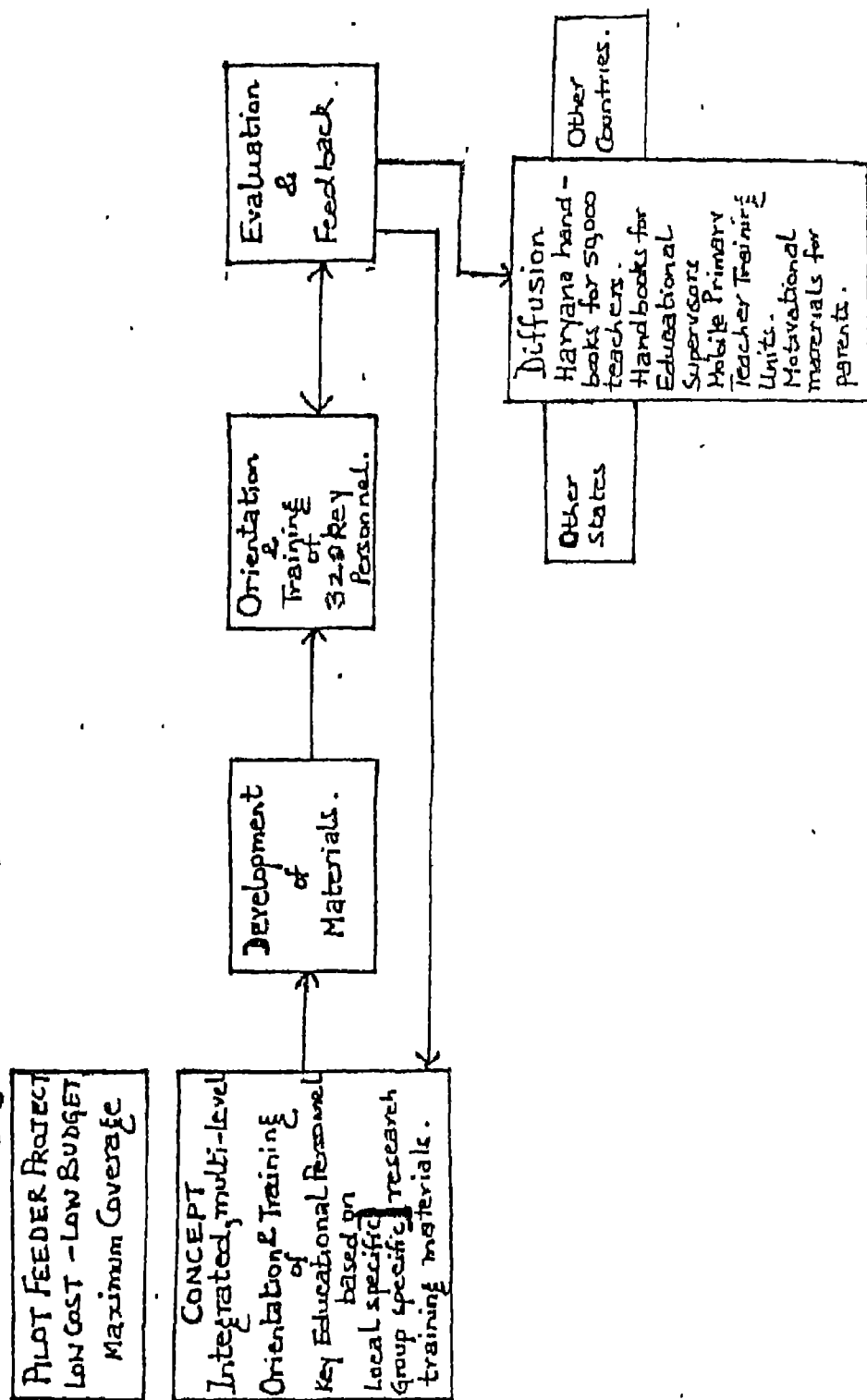


Figure 2

CHAPTER 2

THE SOCIAL AND DEMOGRAPHIC CONTEXT

BACKGROUND

Haryana is one of the smaller states in India, both in terms of area and population. Haryana has made rapid strides on the economic front and at present has the second highest per capita net domestic product amongst all the states of India. Haryana is rapidly urbanising with 25 per cent of its population presently living in the urban areas. According to the 1990-91 census, nearly 59 per cent of its workers were in the primary sector. However, there is a considerable shift of worker population away from the agriculture to the industrial sector. The economic pace of development of the State is, however, asymmetrical to social basic needs and human resource development. Indicators display a marked gender - discriminatory bias reflecting a very low status of women in the society. The male and female sex ratio in Haryana is second most adverse amongst the 15 major States surveyed. The female LMR is as high as 102 per thousand and maternal mortality rate (1990) is 4 per thousand live births. Though, the female literacy has now improved from 14.9% in 1971 to 40.94% in 1991, it still needs a lot of attention.

Sharp sex-differentials persist in all indicators relating to health, education, participation in work-force, skills training, access to skills, credit and assets, discriminatory social practices aimed at women in general and the girl child in particular; overburdening of the woman as a domestic, agricultural, familial workers without reward or remuneration to the detriment of her health without leisure, self esteem and dignity. A pervasive oppressive social climate which constantly marginalizes and isolates women; those belonging to certain castes and communities are particularly prone to domestic and other types of exploitation and violence.

The basic issues in this area are those which impinge on survival and dignity of the woman as an individual, and as a member of different social units such as family, economic, polity.

LOCATION AND SIZE

Situated in the North West of India, the State of Haryana is bounded by Punjab, Himachal Pradesh, Uttar Pradesh, Rajasthan and the Union Territory of Delhi. Haryana came into existence on November 1, 1966 having been carved out of the erstwhile State of Punjab.

It is not sure how Haryana acquired its name. According to the Imperial Gazetteer, the name is derived from 'Hari' meaning green in Ancient Times. H.R. Gupta claims

that Haryana is the corrupt form of Aryana, the abode of Aryans. Rahul Sankratayan thinks that Haryana owes its name to Haridhyarak a word used for it in ancient literature.

Population

The provisional population of Haryana according to the 1991 census is 16,317,715 comprising, 87,05,379 males and 76,12,336 females. Haryana accounts for about 2 per cent of the total population of India. Haryana retains its 15th position of 1981 census according to the size of the population amongst the 25 States and Union Territories. Hissar district continues to occupy the first place in the state by recording the highest population of 18,34,555 in 1991 census. Also, the newly created district of Rewari is the least populated district with a population of 6,23,443

Figure 3

Seventy five per cent of the people of Haryana live in rural areas. Mahendergarh, Kaithal, Bhiwani, Jind and Rewari have more than 80 per cent of their population living in rural areas. Scheduled Castes constitute about one fifth of the total population of the State. This group of population enjoys (protective discrimination) special status under the Constitution.

HARYANA

COMPARATIVE POPULATION SIZE OF THE DISTRICTS

1991

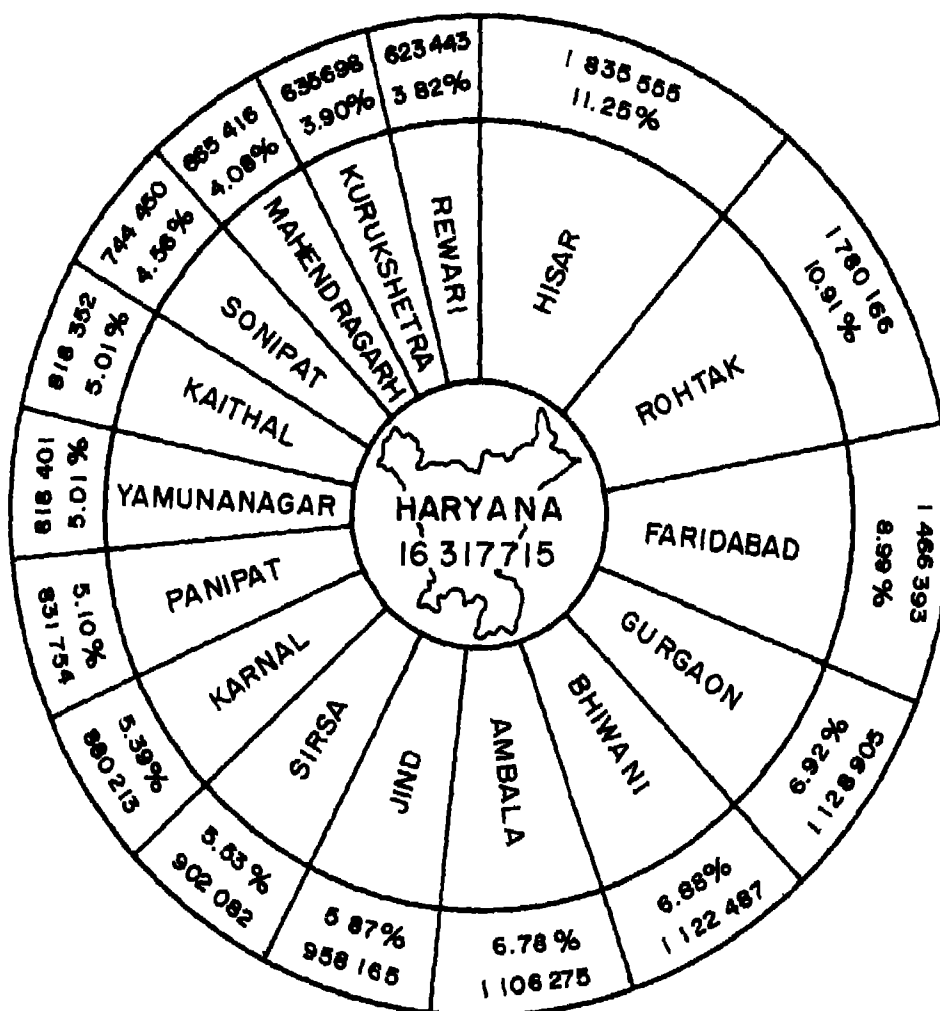


Figure 3

Population Density

The density of population in Haryana in 1991 was 369 persons per square kilometres. Faridabad retains its first position as the most densely populated district in the State with 697 persons per sq. km., while, district Sirsa has the least density of 211 persons per sq. km. The density of population is more than 450 persons per sq. km. in the districts of Faridabad, Sonapat, Kurukshetra, Panipat, Ambala and Yamuna Nagar while it ranges between 301 and 450 in six districts namely Karnal, Gurgaon, Rohtak, Mahendragarh and Jind. It is below 301 in the districts of Hissar, Kaithal, Bhiwani and Sirsa. The map (Figure 4) reflects the regional variations in the density of population.

Decadal Growth Rate of Population

Haryana registered a decadal growth rate of 26.27 per cent during 1981-91 compared to all India figures of 23.50 per cent and 13.98 per cent for the State of Kerala. Faridabad district has recorded the highest decadal increase of 48.71 per cent in its population. This may also be due to the predominant industrial character of the area and the influx of the migrant labour. Rohtak district on the other hand registered the lowest growth rate of 17.41 per cent during the last decade. See Figure 5

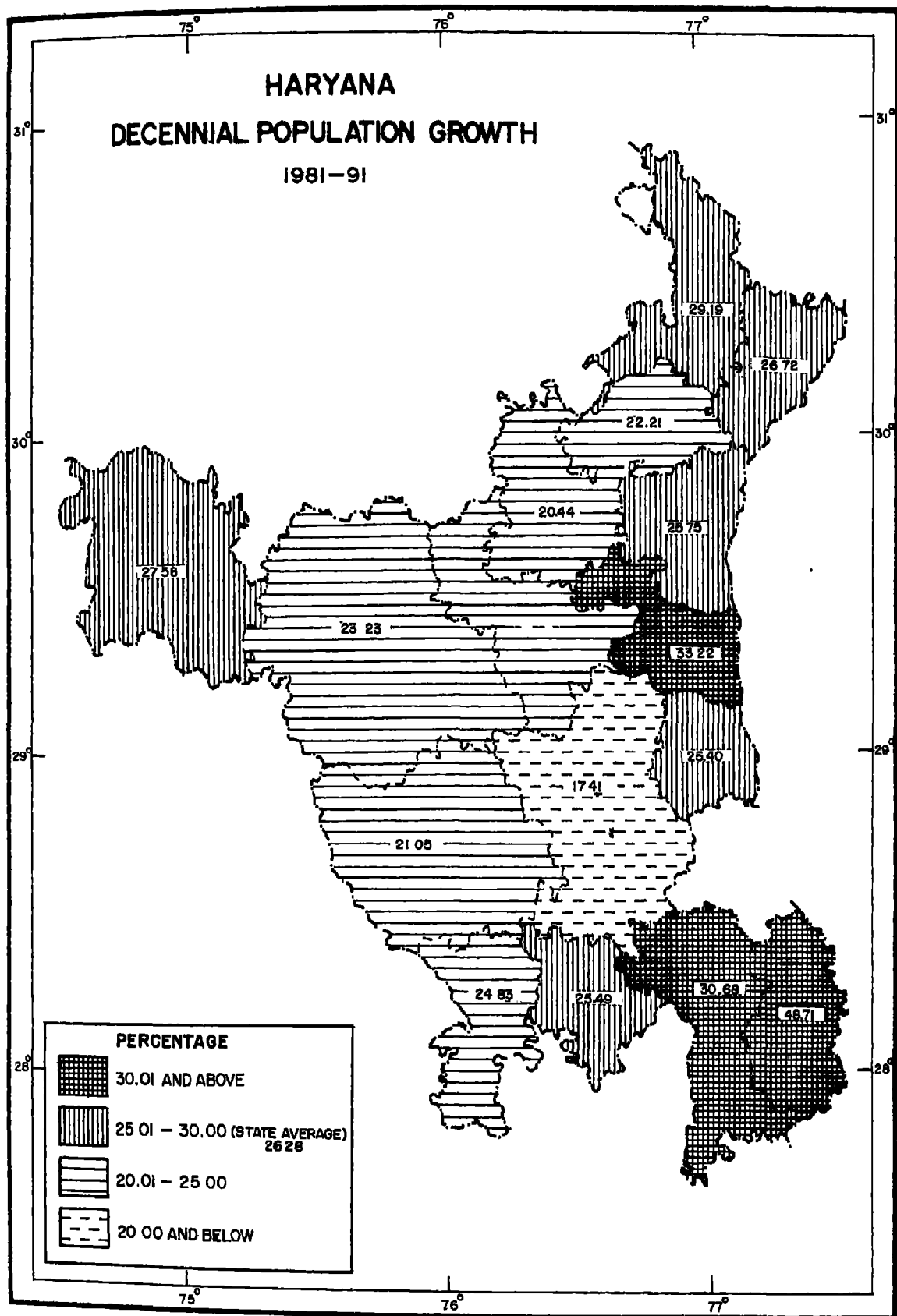


Figure 5

Total Fertility Rate

For Haryana, the rate was 4.5 in 1981; 4.9 for rural areas and 3.3 in urban areas. Total fertility rate is inversely related to female literacy and education, the TFR for Kerala for instance was 2.4 in 1981; 2.5 in rural areas, 2.1 in urban areas.

Female literacy has a strong effect on total fertility rate. Let us examine how does female literacy depresses fertility.

- Literate women tend to marry later than illiterate women.
- Literate women are more likely to enrol their children in school. School attendance tends to reduce the labour.

Infant Mortality Rate:

In 1988 the IMR was 102 for females compared to 80 for males. This sharp differential is different from the All India figures of female IMR 93 and male IMR at 75. In case of Kerala, the female IMR is only 27 and is 5 points lower than male which is 32.

IMR is above state average in three districts, Jind, Gurgaon and Mahendargarh which are also low female literacy districts. See Figure 6

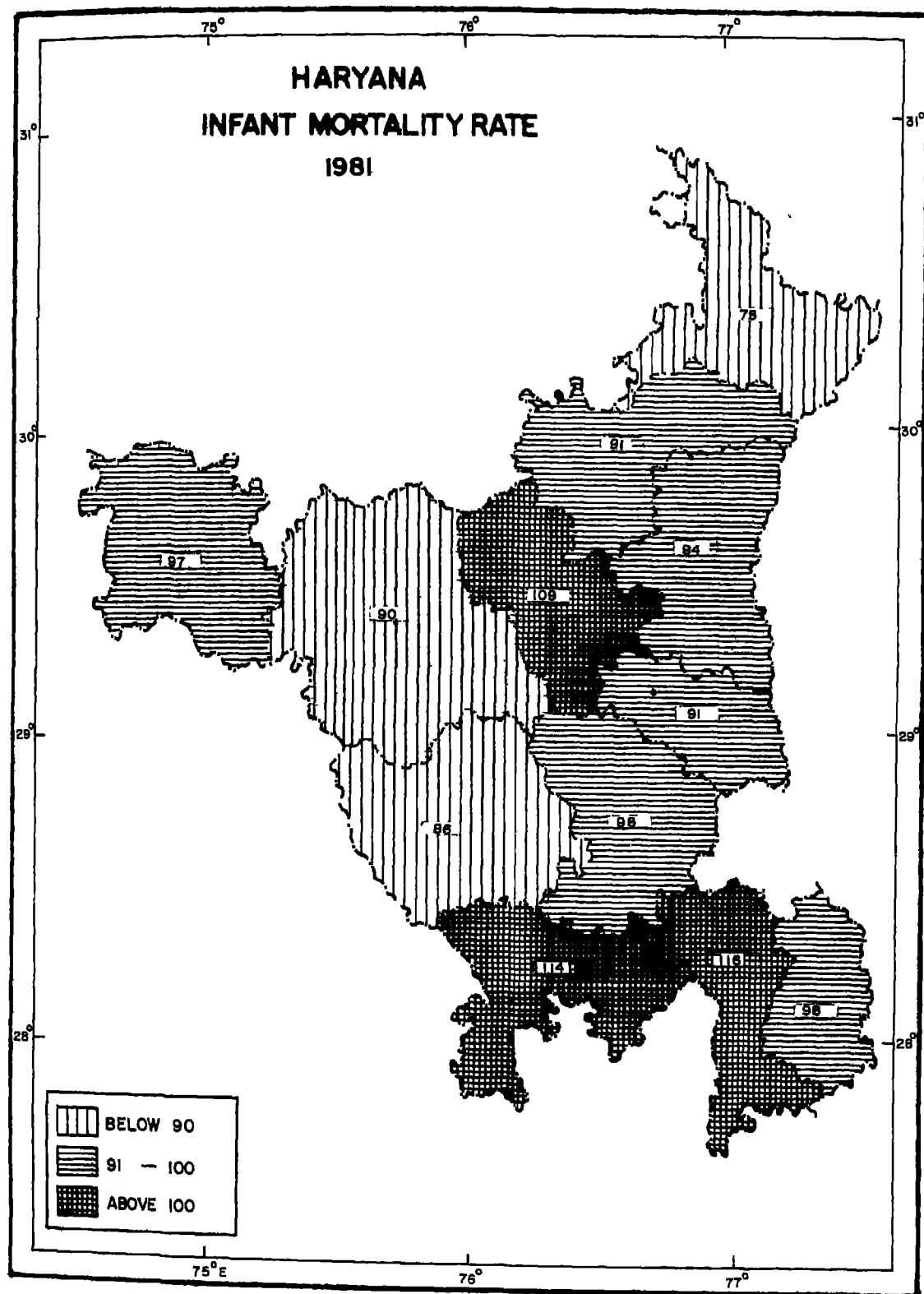


Figure 6

CHILD MORTALITY RATE BY EDUCATIONAL LEVEL OF MOTHER: 1981

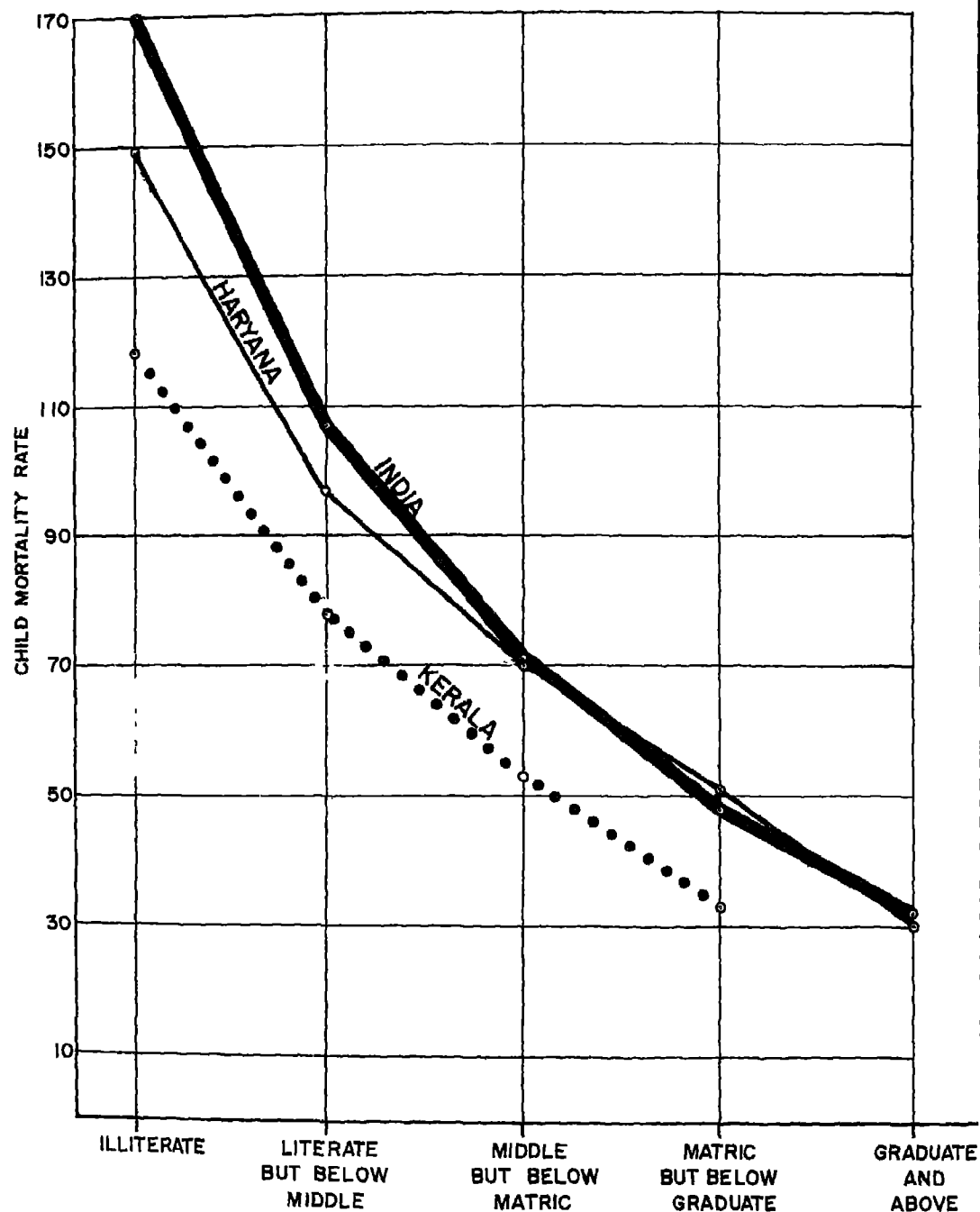


FIGURE 7

Female Child Deaths by Age 2 years

It is as high as 151 in Gurgaon and is above 100 in almost all the districts.

Excess of Female Child Death over Male Child Deaths above 5 Years

As is evident in appendix table, the excess of female child deaths over male child death over 5 years is 35.50 in Jind and lowest in Sirsa 7.51.

Child Mortality Rates:

Female child mortality rate is higher in Haryana (+20), than the national average (+10) which shows neglect of female children (Mode, 1991) 96.5% child births take place at home; of these 75.4% by untrained dais.

As figure and appendix table show child mortality rate goes down with every successive higher level of education. Child mortality rates in Kerala are substantially lower than in Haryana.

Age Specific Death Rates

Female mortality rates are higher in Haryana. The excess of female deaths over males by age 5 in Haryana is the highest in the whole of India. Figures range from 7.41 in Sirsa to 37.50 in Jind. No denying that females suffer from gross neglect as is evident from the fact that Haryana is the lowest in sex ratio among the 15 major States of

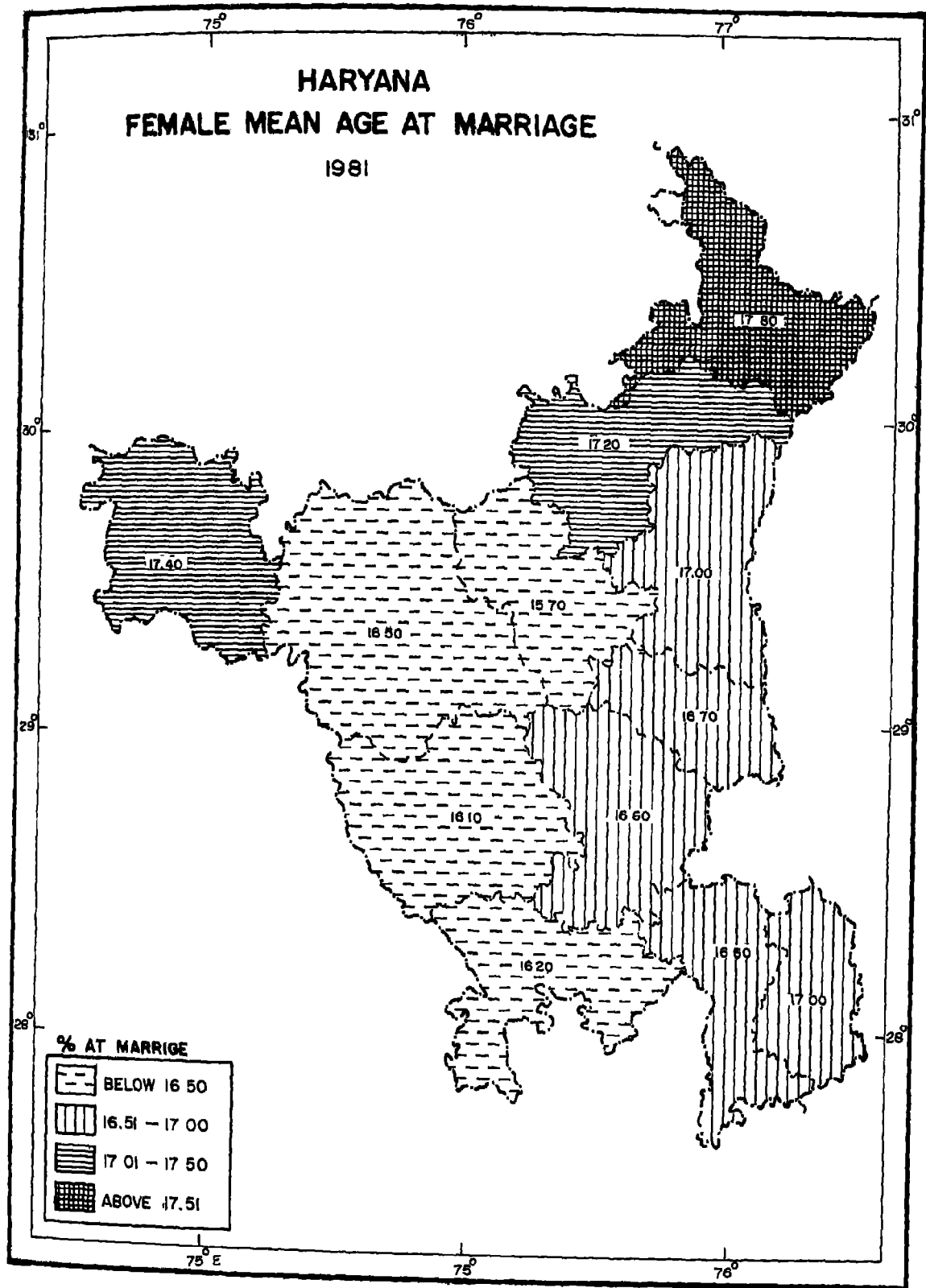


Figure 8

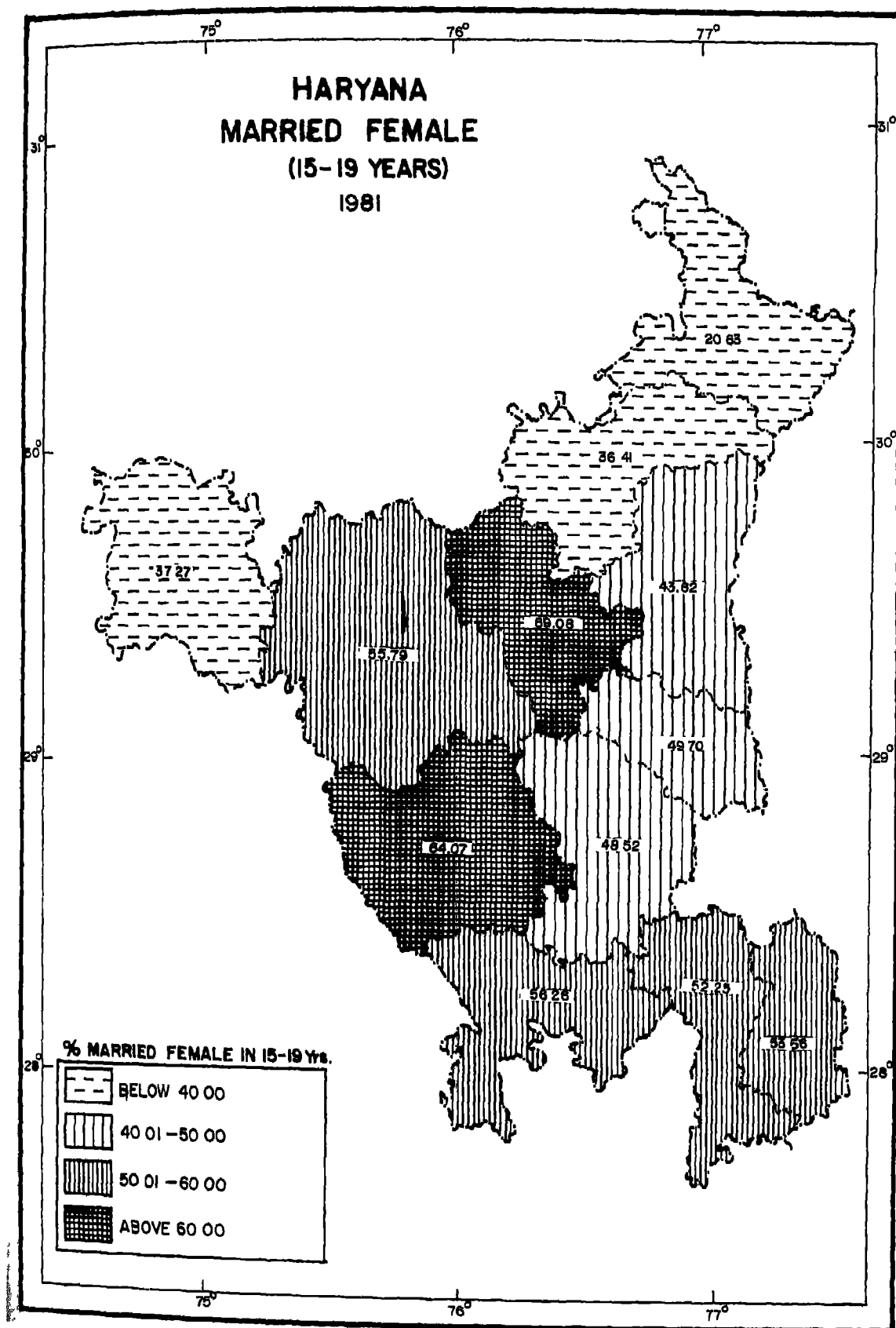


Figure 9

India. There is an overwhelming son preference amongst women in major communities. The most potent manifestation of this preference is the practice of selective abortion of the female foetus. The sex determination tests have recently become very widespread in the state. Maternal mortality is also a serious problem so is frequent pregnancies.

Female Mean Age at Marriage

Ranges from 15.70 in Jind, 17.80 in Ambala. (See Figure Married Females 15-19 Years in 1981).

Jind which has the lowest literacy rate has as many as 69% married females in the age group 15-19; the lowest being 21% in Ambala - See Figure 8, 9.

Sex Ratio:

The 1991 Census reveals sex ratio of 874 females as against 1000 males in Haryana as compared to 929 females per 1000 males in India. The sex ratio in Haryana was 870 in 1981 as against 934 for the country as a whole and 1025 in Kerala. The graph (Figure 5) illustrates the comparative sex ratio both for India and Haryana since 1901. According to 1991 Census, the highest sex ratio of 950 was found in District Mahendragarh while the lowest sex ratio of 832 was recorded in Faridabad. The map represents the inter district differentials in sex ratio in Haryana. See Figure 10, 11

SEX RATIO

1901-1991

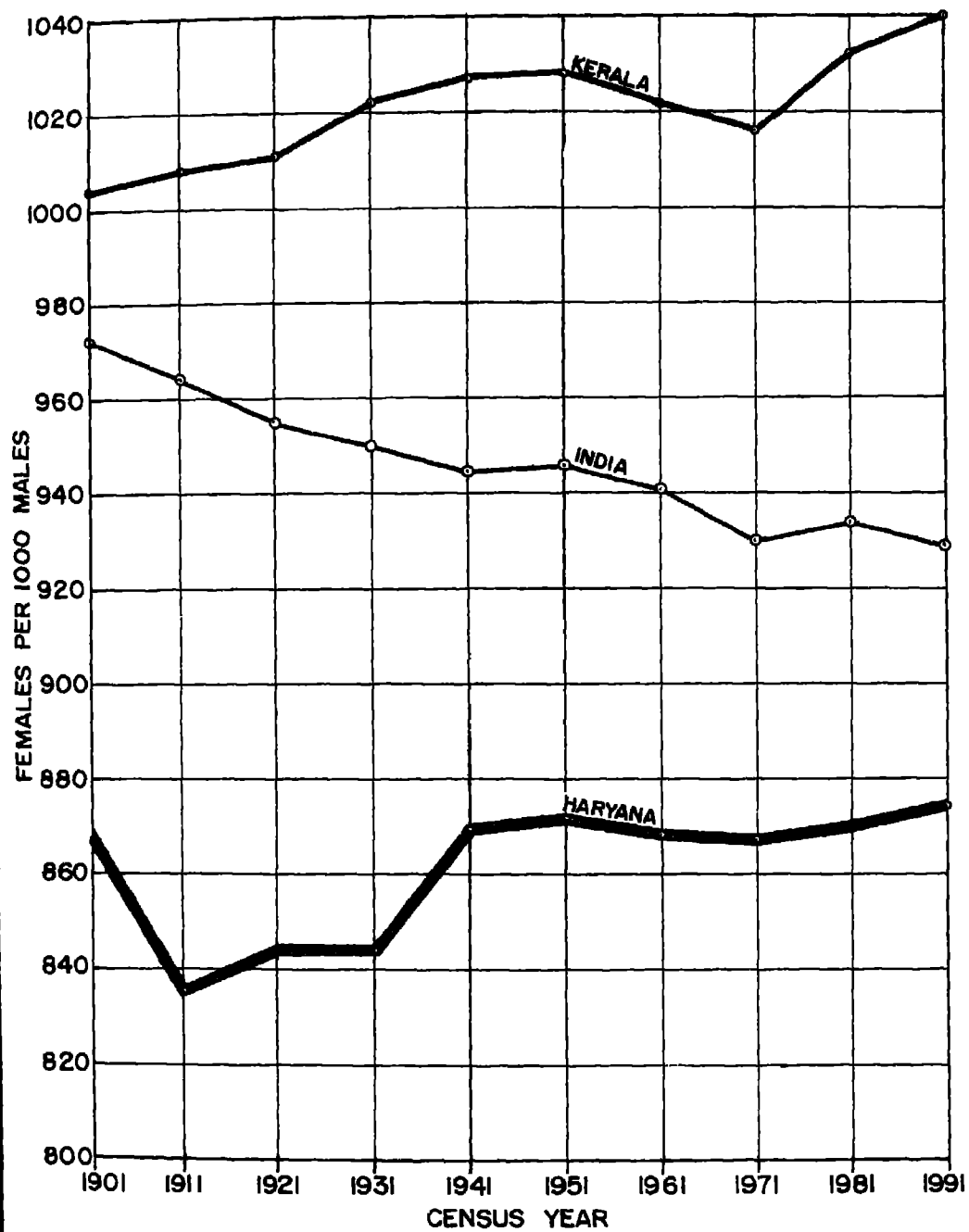


Figure 10

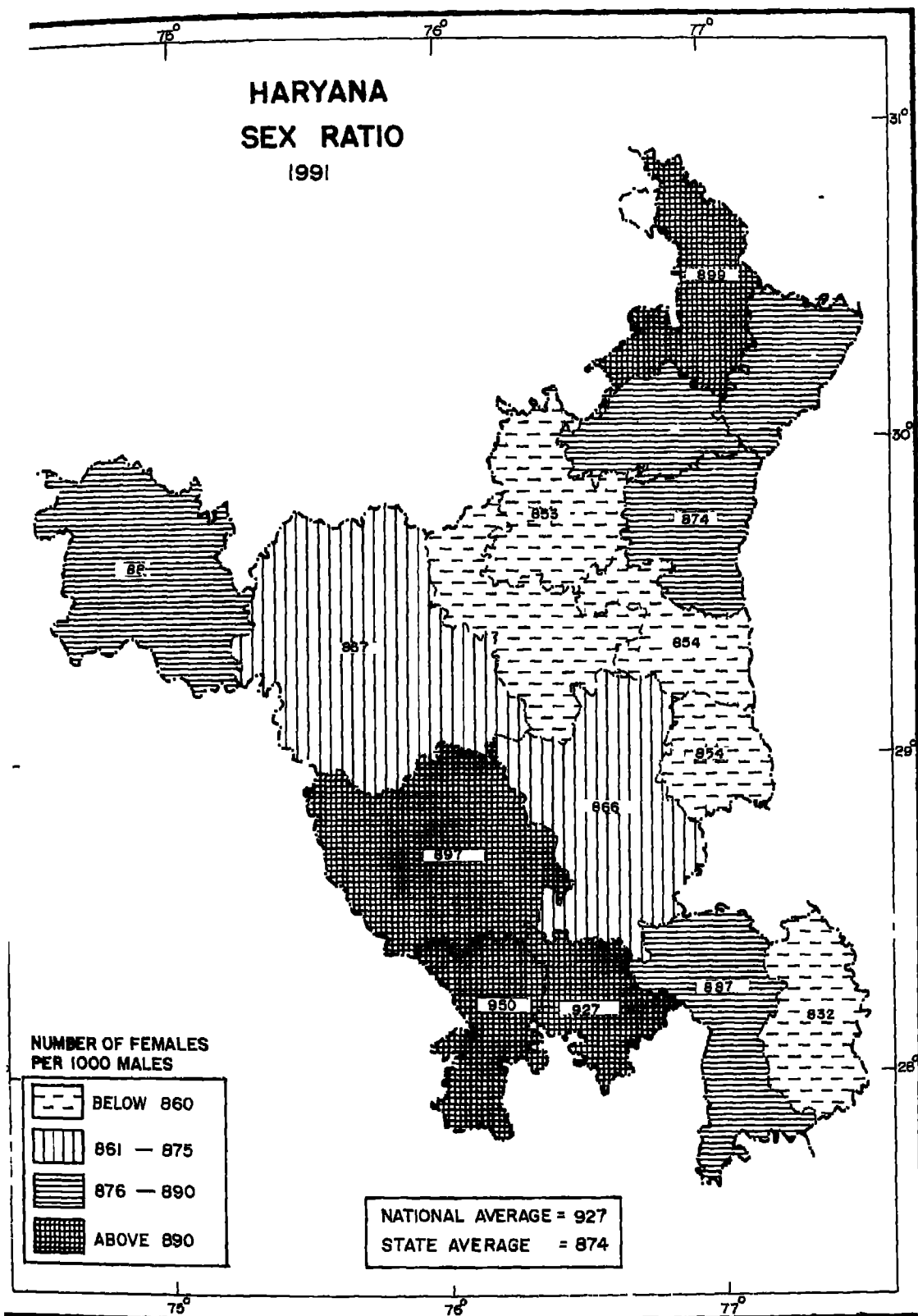


Figure 11

FEMALE LITERACY AND SEX RATIO

1991

(In major states)

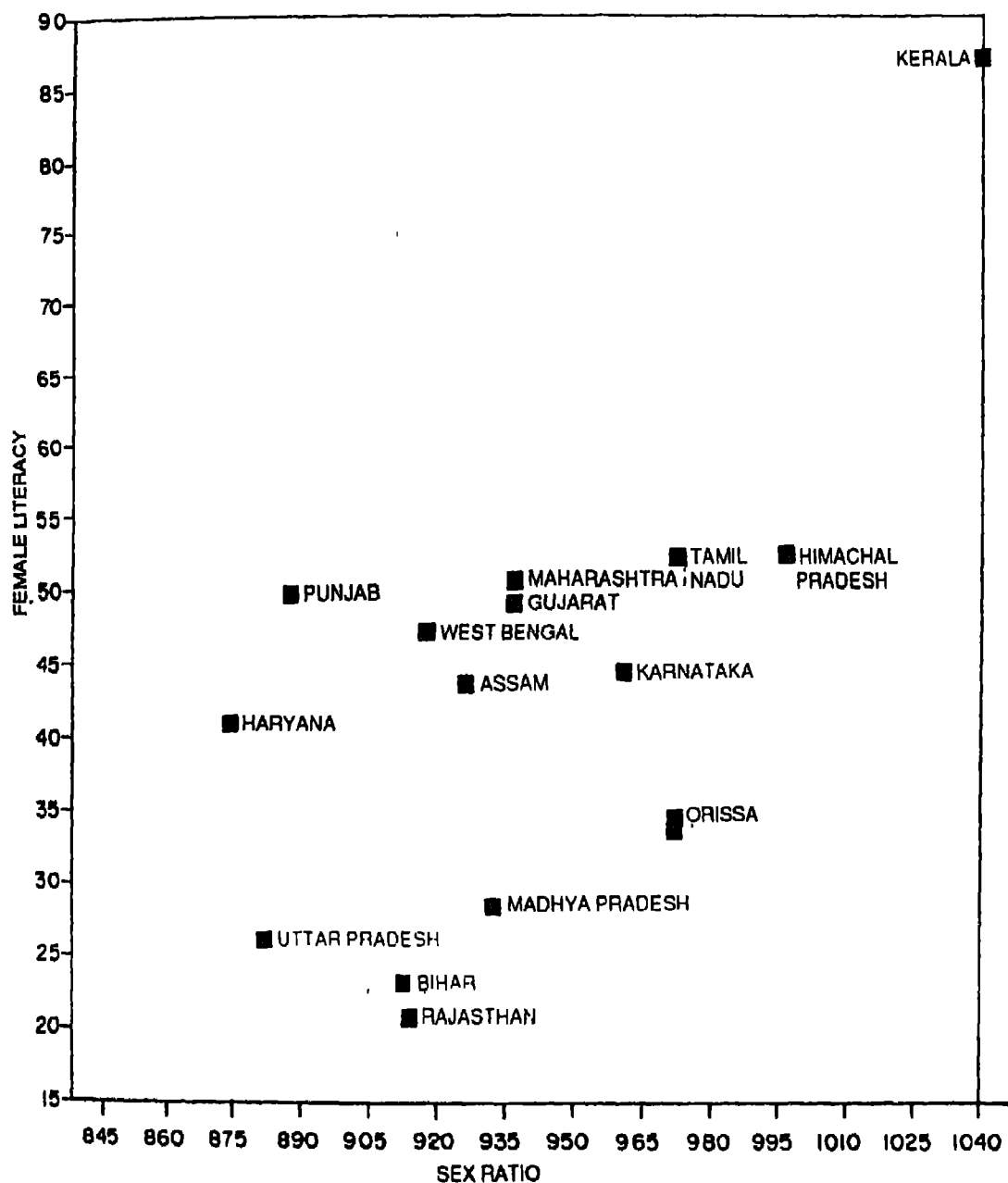


Figure 12

Female Literacy and Annual Population Growth, (In Major States)

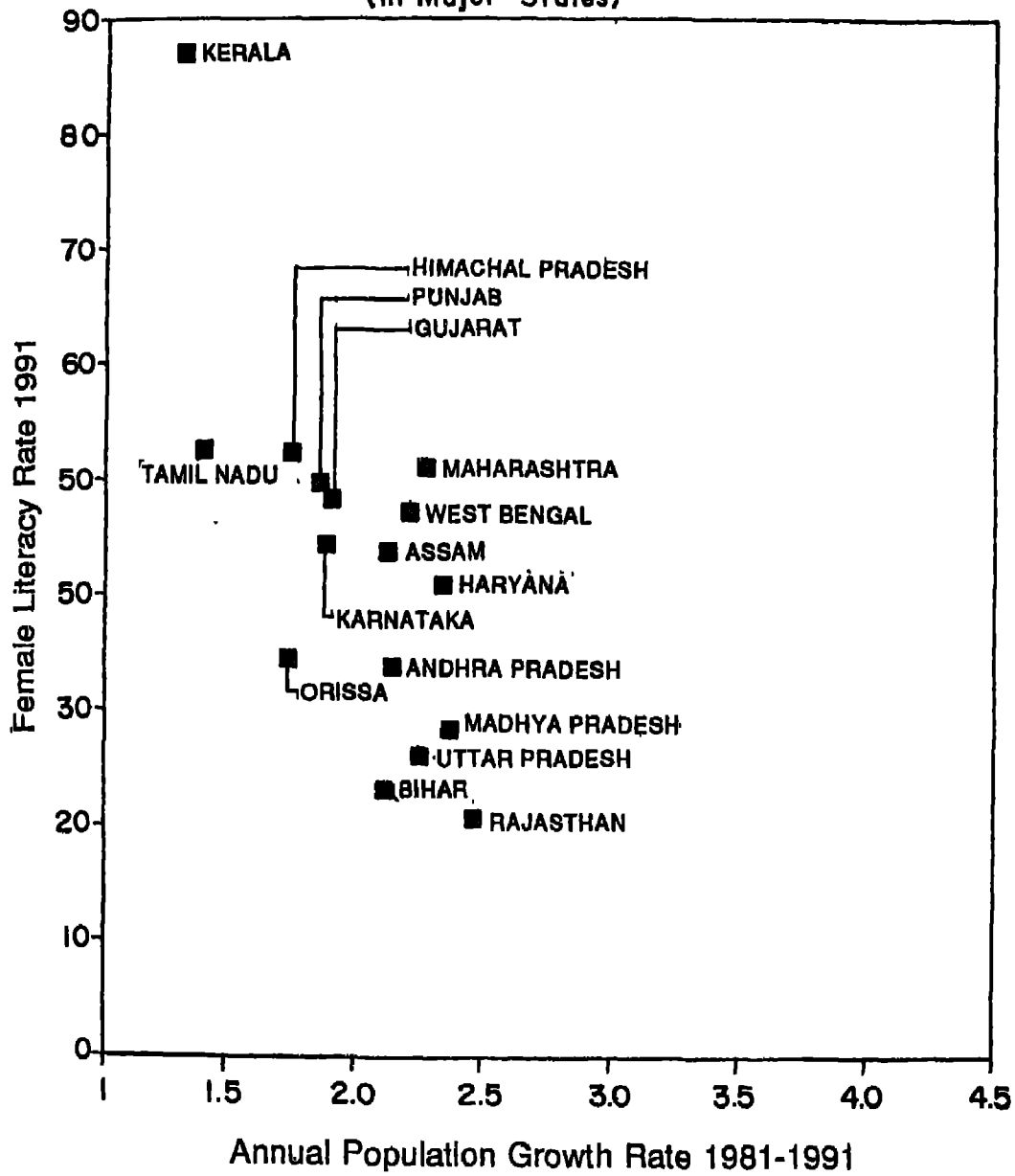


Figure 15

As for India as a whole there is a downward trend, in sex ratio even in Haryana. Sex ratio has declined from 867 in 1971 to 865 in 1991. Realising that status of women is an important correlate of development, the Government of Haryana has taken measures to improve the health, economic and educational status of women through special programmes and schemes.

Correlates of Female Literacy

Analysis of data for 15 major states accounting for 96% of the total population of the country shows that female literacy and education are positively associated with sex ratio, population growth rates, total fertility level, female mean age at marriage and acceptance of family planning is evident in Figures. The position of Haryana is favourable. Sex ratio is low and population growth rate is high. The relative position of Kerala with the highest female literacy is indicative of the vital role of female education. See Figure 12,13

Workparticipation Rates:

According to 1991 Census the work participation rate for only females was 11.79 per cent in Haryana compared to 47.92 per cent per males. The corresponding figures for India are 22.69 per cent for females and 51.50 per cent for males as is evident from figures above and table 25 & 26. According to the Census 90 per cent women of Haryana are shown as non-workers. This, however, is not upheld by observation and the actual reality. See Figure 14 , 15.

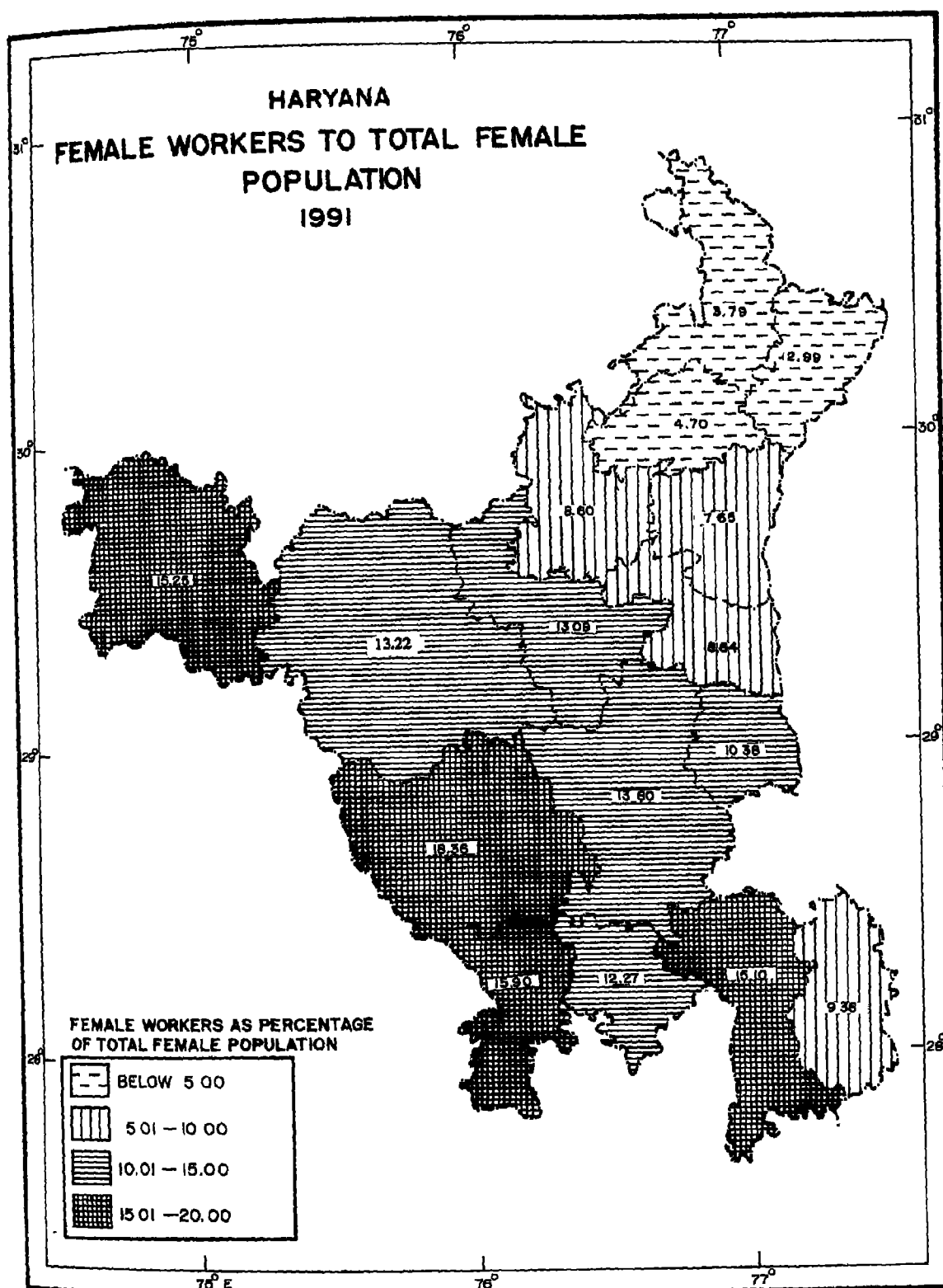


Figure 14

STATE-WISE FEMALE WORKERS PARTICIPATION RATE 1981 AND 1991

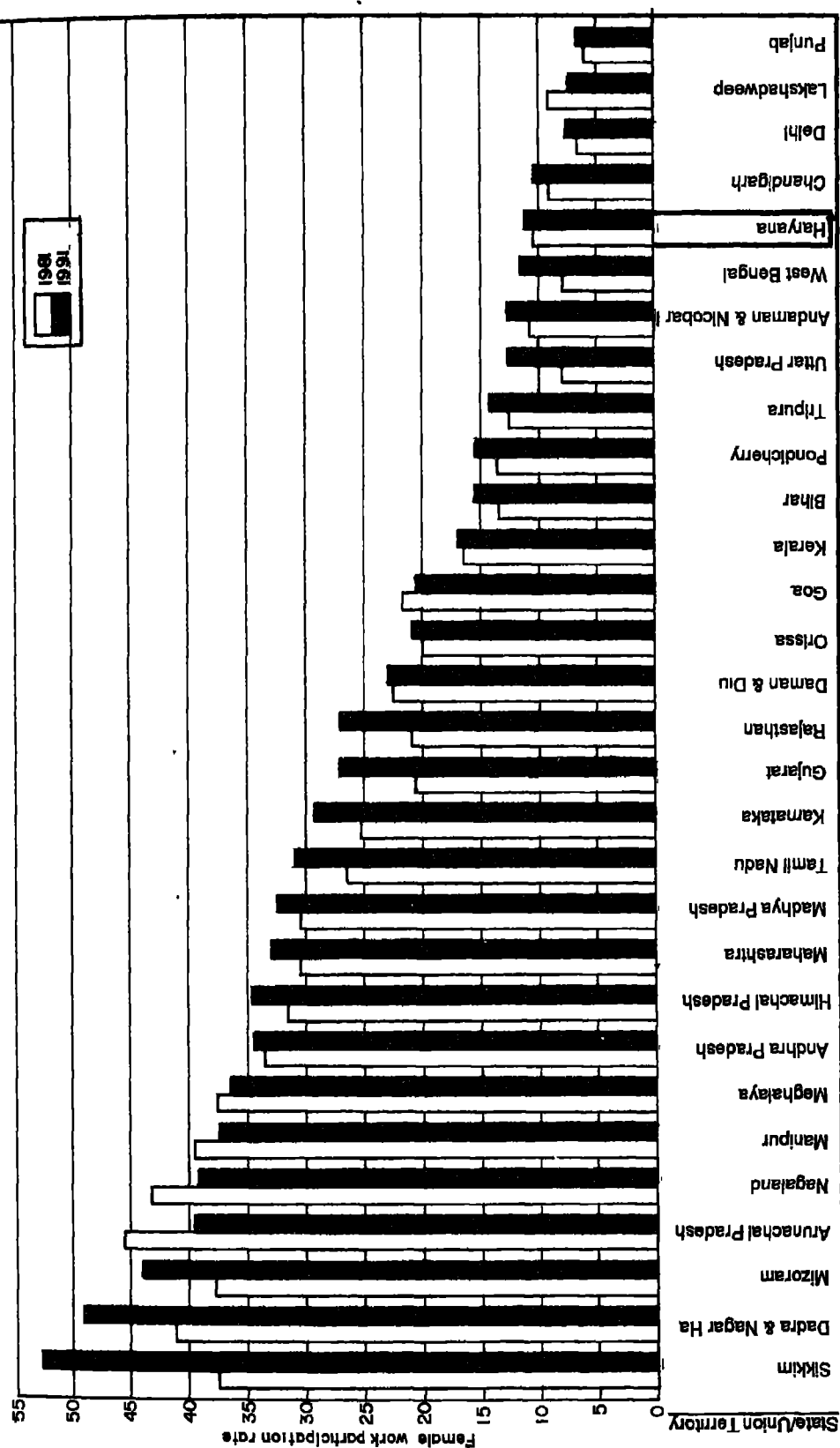


Figure 15

Child Labour

The phenomena of child labour is insignificant in Haryana. However, according to statistics it can be seen on the ground that girls from the age of about 6 or 7 were fully involved in domestic work, sibling and livestock care.

CHAPTER 3

EDUCATION IN HARYANA

Since its inception in 1966, Haryana has made impressive progress all round including the field of education.

The state has a well developed educational system comprising 5136 primary, 1399 middle, 2356 high schools and 325 senior secondary schools. Nearly, all the middle and secondary schools have attached primary sections. Every child in Haryana is served with a primary school within 1.29 km., a middle school within 1.94 km. and a high school within 2.75 km. There are 120 colleges of general education, 18 Teacher Training Colleges, 15 Polytechnics and 133 Technical, Industrial and Arts Schools. There are a total of 6 universities in Haryana. See Appendix Table 22, Figure 16

The State is determined to universalise primary education and achieve total literacy by the end of the Eight Five Year Plan i.e. by 1995-96. A sum of rupees 400 Crores is to be spent on achieving the above targets. It is perhaps pertinent to mention that the progress in literacy in Haryana has resulted from expansion of primary schooling in the last decade. (See Table -- 2). The present strategy is ofcourse two fold (a) to universalise primary education and (b) to attain universal literacy through a voluntary based Total Literacy Campaign (TLC) in each district.

HARYANA RECOGNIZED INSTITUTIONS

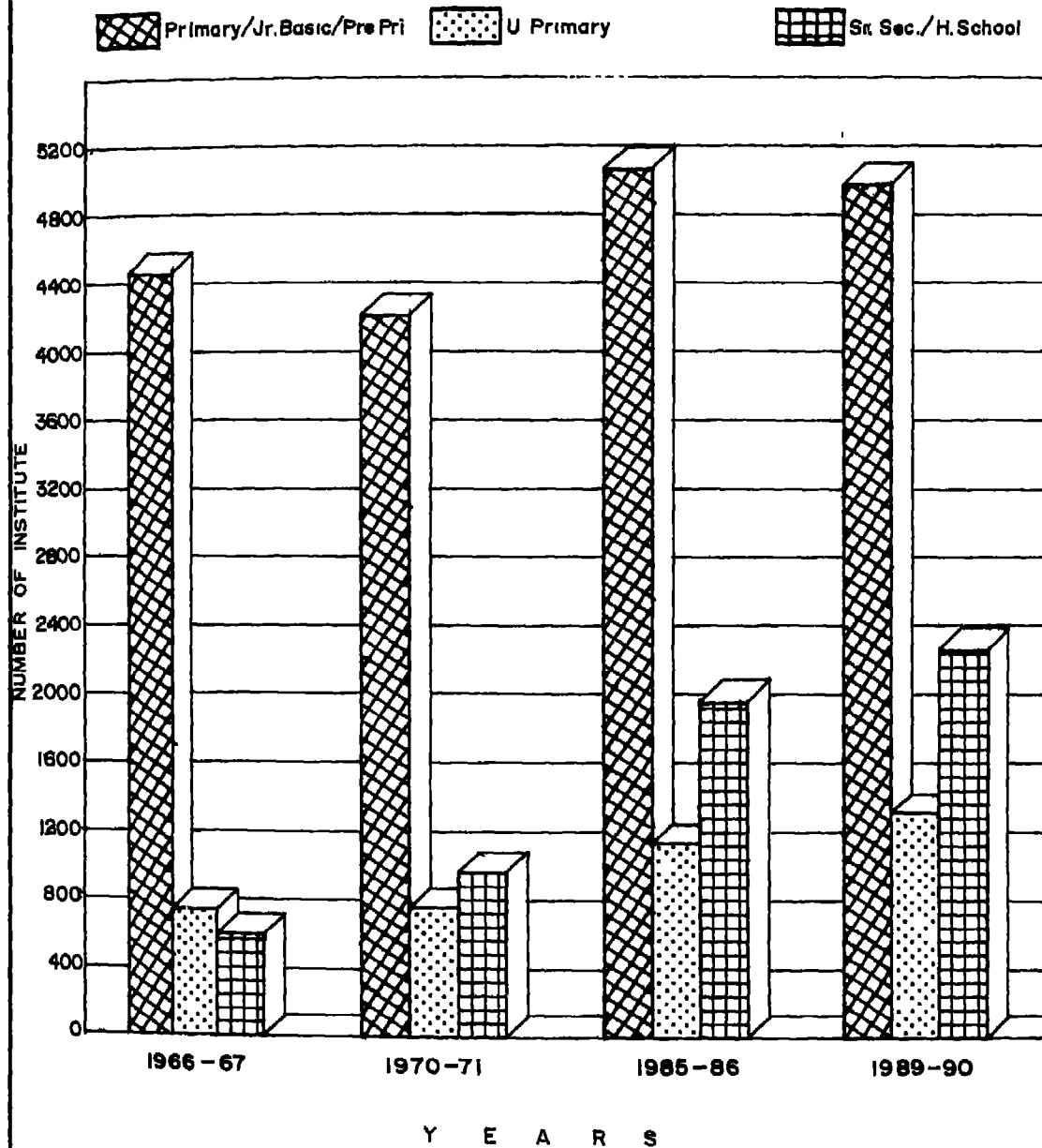


Figure 16

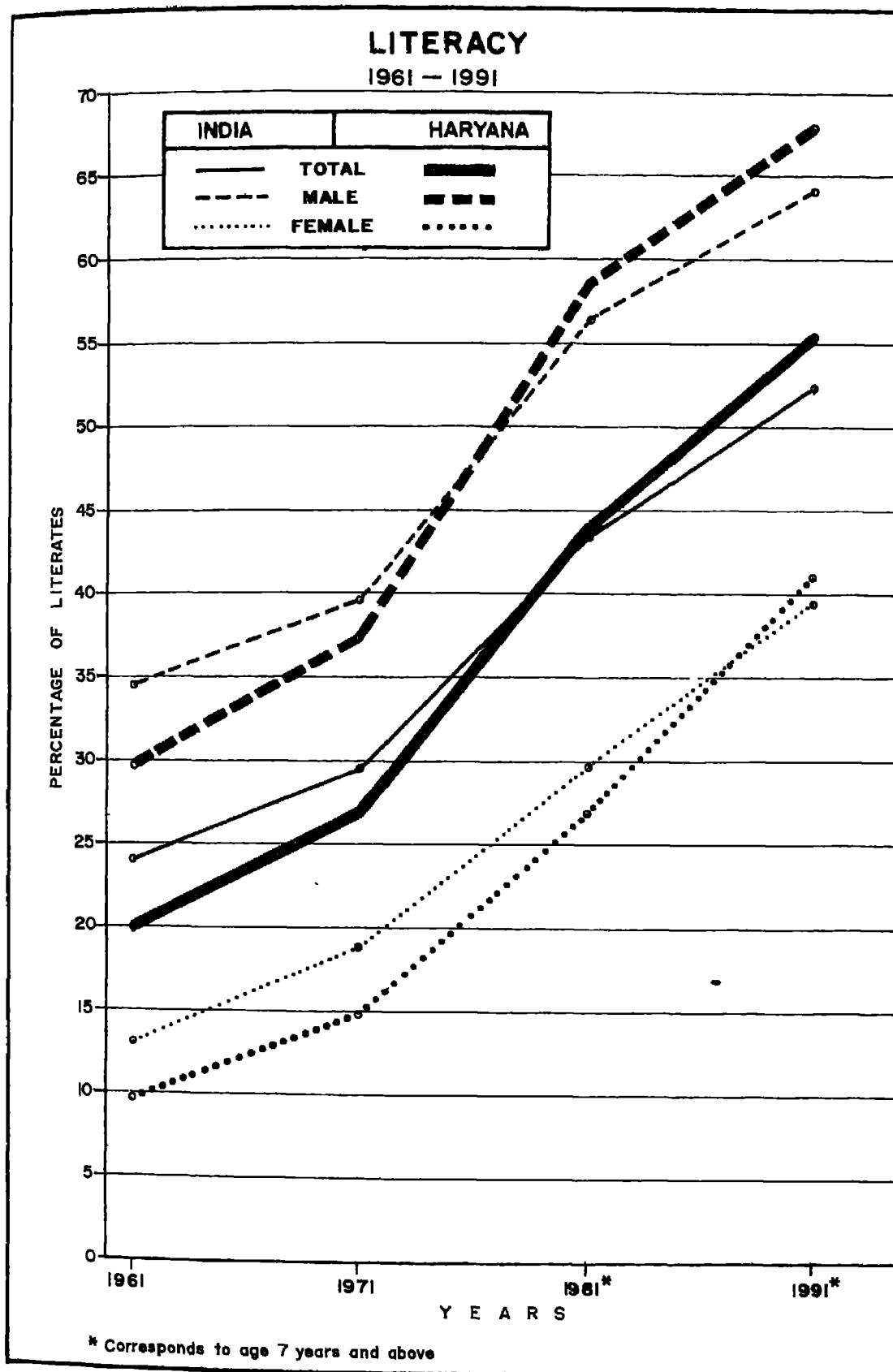


Figure 17

Table 1
Number of Schools in Haryana
1966-71

Year	Primary	Middle	High	Senio Secondary
1966-67	4447	735	597	--
1970-71	4204	760	975	--
1975-76	5149	758	1129	--
1980--81	4934	881	1473	100
1985-86	5078	1121	1946	132

Table 2
Literacy Rates for Haryana 1961-91

Census Year	Persons	Males	Females
1961	19.93	29.27	9.21
1971	26.89	37.29	14.89
1981	43.85	58.49	26.89
1991	55.33	67.85	40.94

Source: Census Reports, Office of the Registrar General, Census of India

Note: Data for 1971 is inclusive of all age groups, whereas figures of 1981 and 1991 show percentage of literates to estimated population aged 7 years and above.

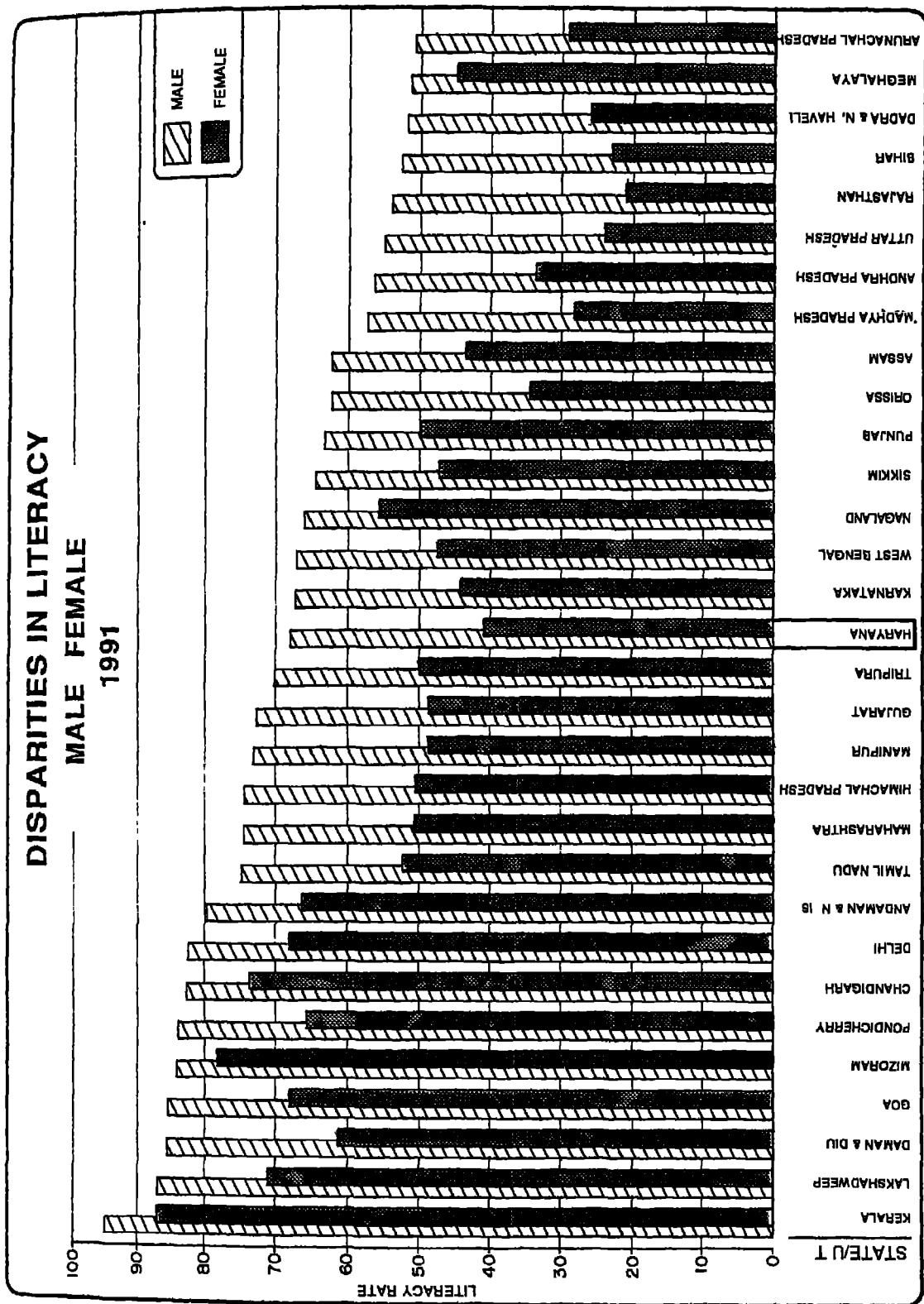
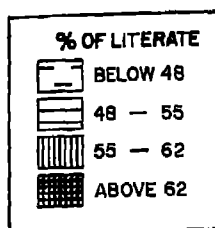


Figure 18

HARYANA LITERACY RATE 1991



STATE AVERAGE = 55.40
NATIONAL AVERAGE = 62.11

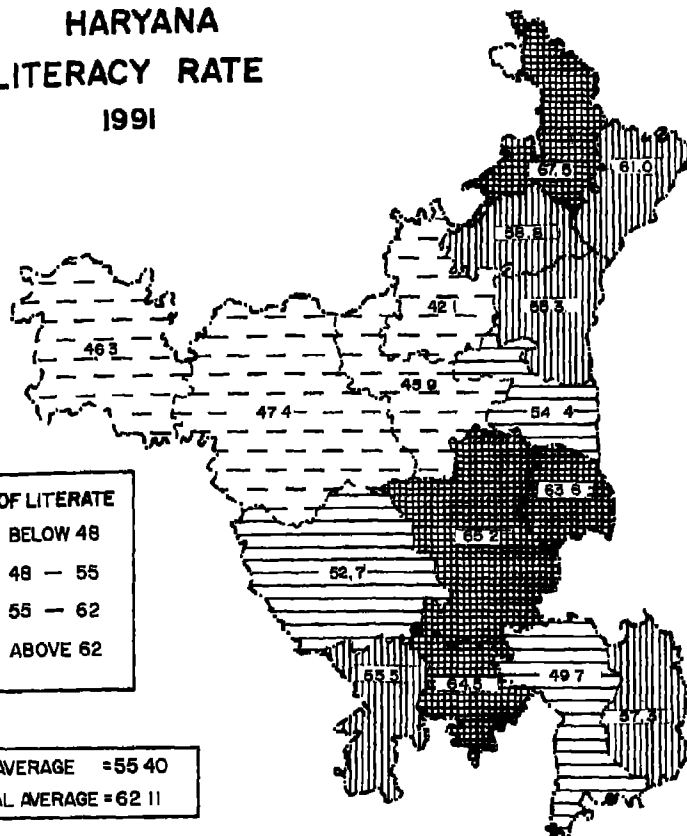


Figure 19

LITERACY RATE BY DISTRICTS AND BY SEX IN HARYANA 1991

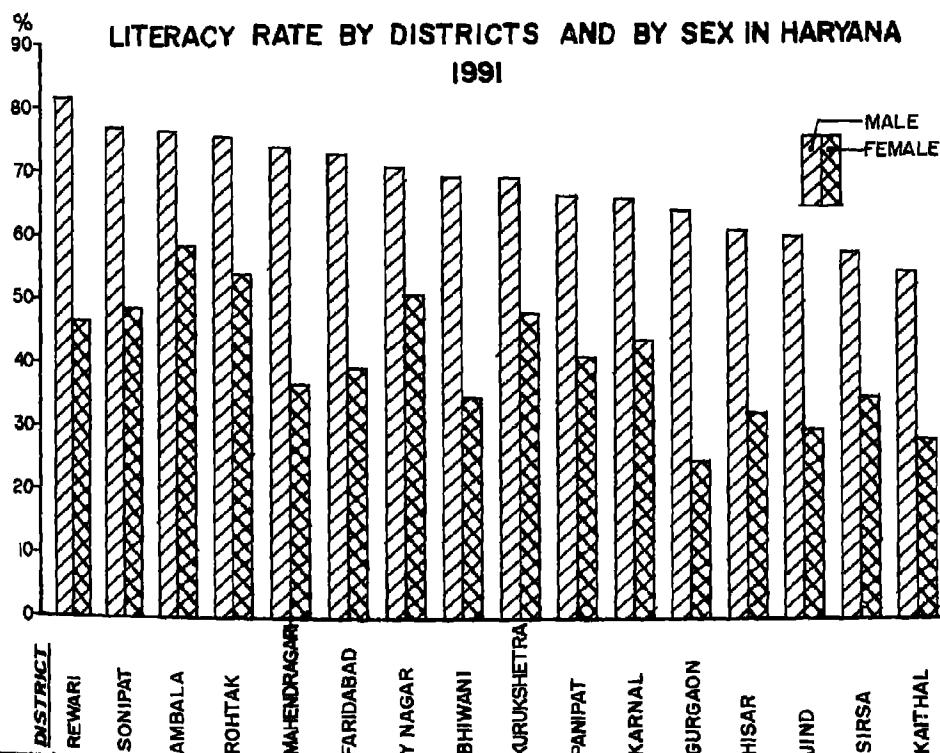


Figure 20

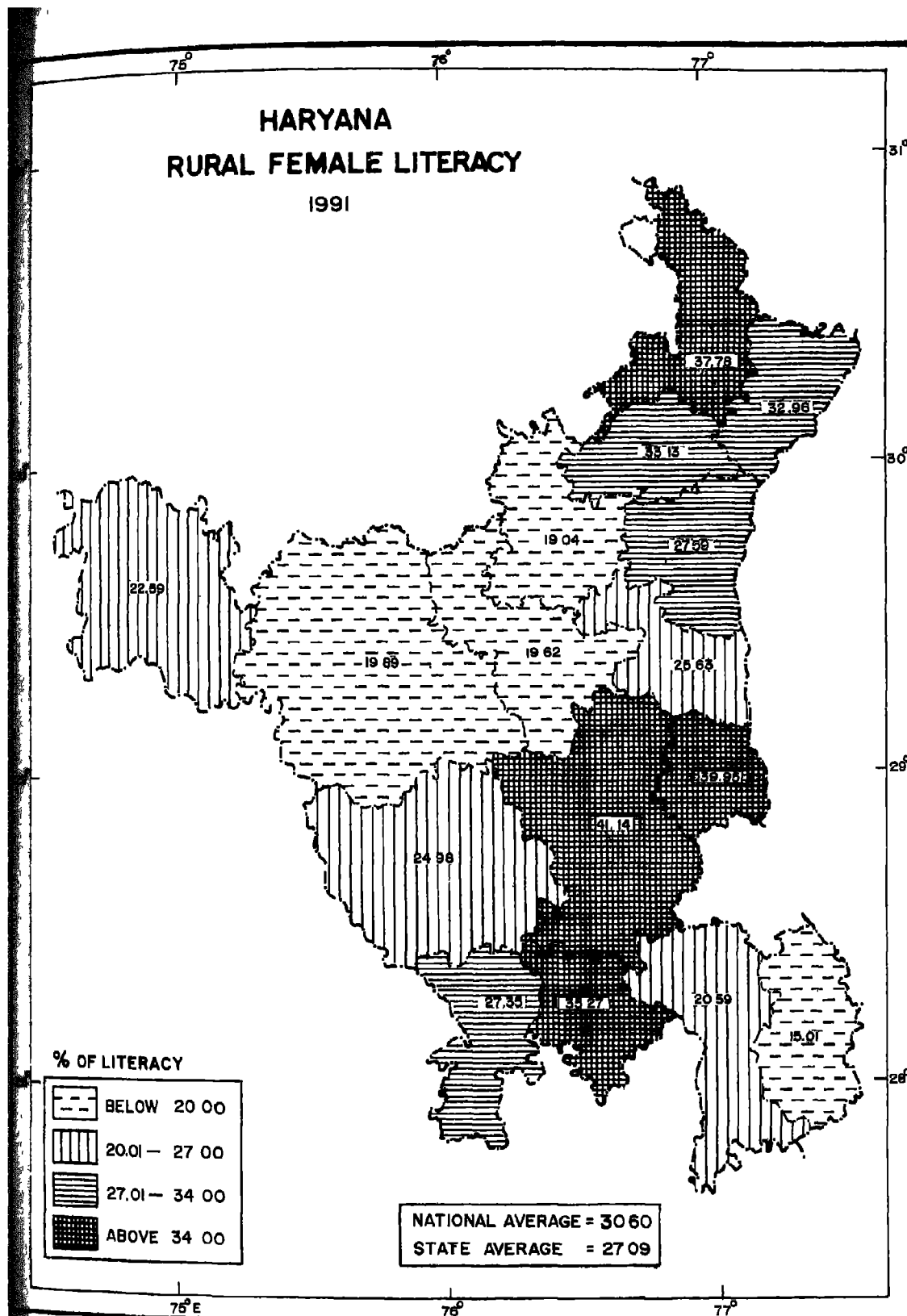


Figure 21

In Haryana, percentage of literates to estimated population aged 7 years and above has moved up from 3.85 in 1981 to 55.33 in 1991; the corresponding rise for female literacy during this period was from 26.89 to 40.94 (14 percentage point increase) compared to 58.49 to 67.85 (8 percentage point increase) for males. In order to accelerate the pace of literacy it is essential, it is essential to stem the phenomenon of drop out and make universal achievement a target along with universal enrolment. It needs to be highlighted that for building permanent literacy primary education or its equivalent is a minimum necessary input.

In 1991, Haryana ranked 21st in overall literacy rates, 16th on male literacy and 23rd on female literacy.

See Appendix Table 18-21.

Rural Urban Divide

Table 3

Crude Literacy Rate - Haryana - 1991

District		Percentage of Literacy Rate		
		Total	Male	Female
HARYANA	T	45.54	55.97	33.61
	R	40.24	51.77	27.09
	U	61.61	68.65	53.51

Source: Census of India 1991

Note: Crude Literacy Rate includes all age groups.

As is evident in table 3, rural females are worst off. It may also be noted that urban females are better off than the rural males. Pending further analysis of the Census 1991, the past trends indicate that rural scheduled caste females and males are at the bottom of the literacy pyramid in Haryana with the urban non-scheduled males at the top.

Teachers and Students

Growth in the number of pupils and teachers along with that of institutions is given below:

Table 4

Increase in Number of Teachers and Students in Schools (In Lakhs)

(1967-1990)

Year	No. of Students			No. of Teachers		
	Male	Female	Total	Male	Female	Total
1967	8.62	2.96	11.58	.24	.08	.32
1971	10.17	3.59	13.86	.40	.10	.50
1976	11.70	4.99	16.69	.35	.15	.50
1981	13.71	6.32	20.03	.39	.18	.57
1985	15.40	8.73	24.13	.42	.25	.67
1990	18.92	13.20	32.12	.44	.30	.74
No. of Scheduled Caste Teachers				.02	.05	.025

HARYANA TRENDS IN SCHOOL ENROLMENT 1970-71 TO 1990-91

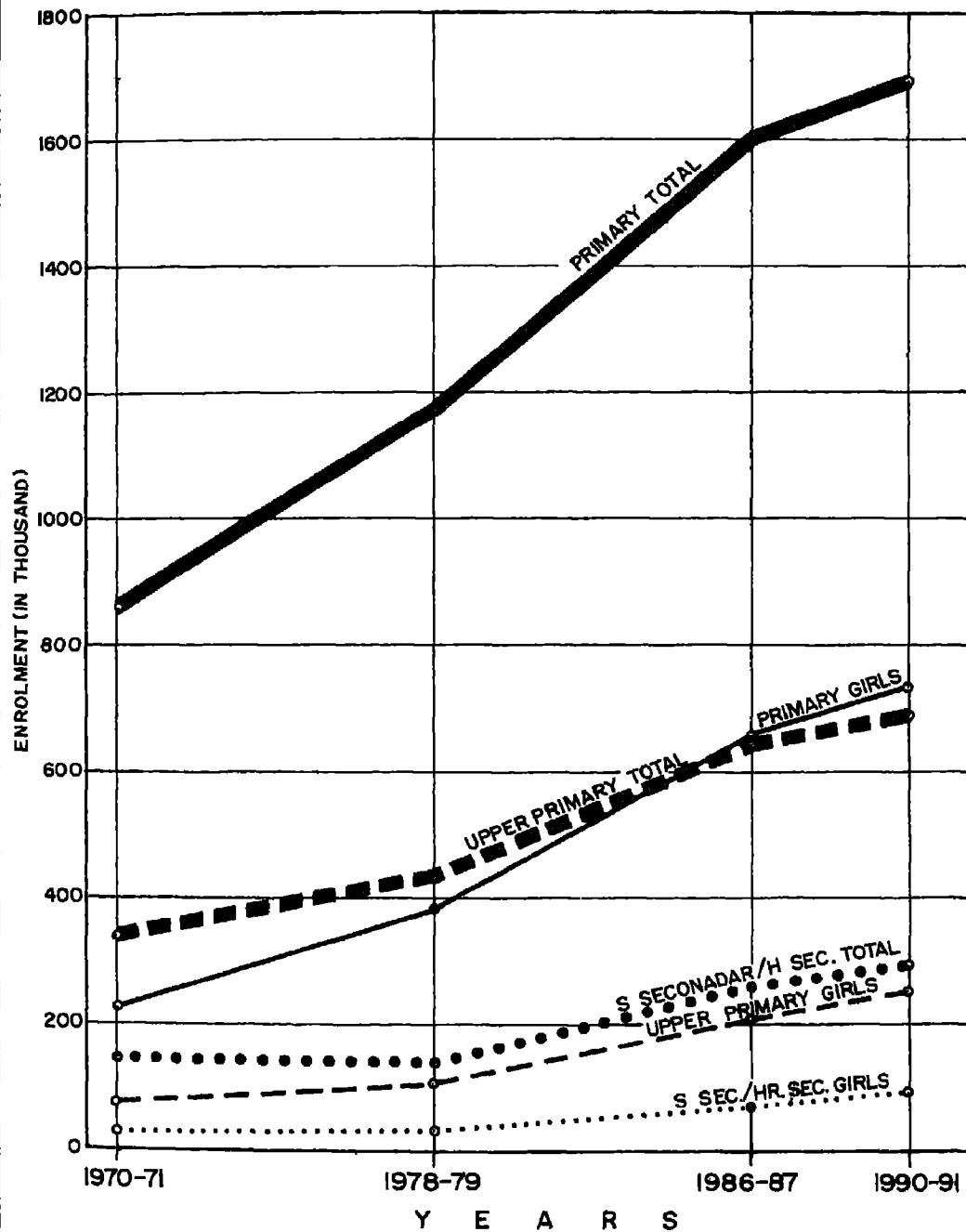


Figure 22

Enrolment of Scheduled Caste girls and boys at primary stage increased from an aggregate of 36559 in 1989 to 417814, which is a tremendous growth. The table shows the distribution pattern in the Districts of Haryana. But where is the teacher as a role model for them?

The number of SC teachers, however, is a matter of serious concern because the vacancies remain unfilled for want of qualified hands. The numbers of students from SC and other backward castes has gone up, special efforts will now have to be made to enrol teachers from these sections of the society as well. Obviously, the quest for universalisation of education at the primary level necessitates enrolment of girls of all sections of population in this direction and more female teachers and also SC female teachers have to be acquired for the purpose.

Another point of concern is the regional disparities which exist in the country and in each state. Haryana shared this discomfiture. Jind/Mewat region and some areas of Khadar of Jamuna are not only less prosperous but are less concerned about the fate of the girls in education and other walks of life.

The situation of enrolment of girls from the scheduled caste population has improved. The State Government has accepted it as a challenge and several schemes and programmes have been put on the ground.

PRIMARY EDUCATION

The primary enrolments have also shot up. An additional 4.5 lakh children were enrolled last years as a result of a massive enrolment drive by department officials and teachers. In 1990-91, 113% boys and 91% girls of age group 6-11 were enrolled. However, this massive enrolment is not matched by encouraging retention rates especially among the girls. See Appendix Table 25, Figure 23, 24, 25

Table - 5

GROSS ENROLMENT RATE OF PRIMARY SCHOOL GOING CHILDREN IN AGE GROUP OF 6-11 YEARS 1991-91

DISTRICT	PERCENTAGE OF SCHOOL GOING CHILDREN		
	BOYS	GIRLS	TOTAL
Ambala	95.08	79.60	87.27
Bhiwani	131.92	105.95	118.84
Faridabad	108.91	78.61	94.24
Gurgaon	120.07	87.33	103.60
Hissar	109.47	91.11	100.38
Jind	118.61	89.36	104.21
Kaithal	102.75	78.61	90.91
Karnal	113.49	91.40	102.51
Kurukshetra	121.15	98.04	109.57
Narnaul	125.74	92.89	112.09
Panipat	92.42	76.36	84.53
Rewari	117.11	97.64	107.15
Rohtak	125.00	112.22	118.68
Sirsa	109.04	84.74	96.87
Sonepat	107.23	89.18	98.36
Yamuna Nagar	103.20	86.24	94.27
HARYANA	112.90	91.04	102.02

Source: Directorate of Primary Education, Haryana, Chandigarh 1990-91

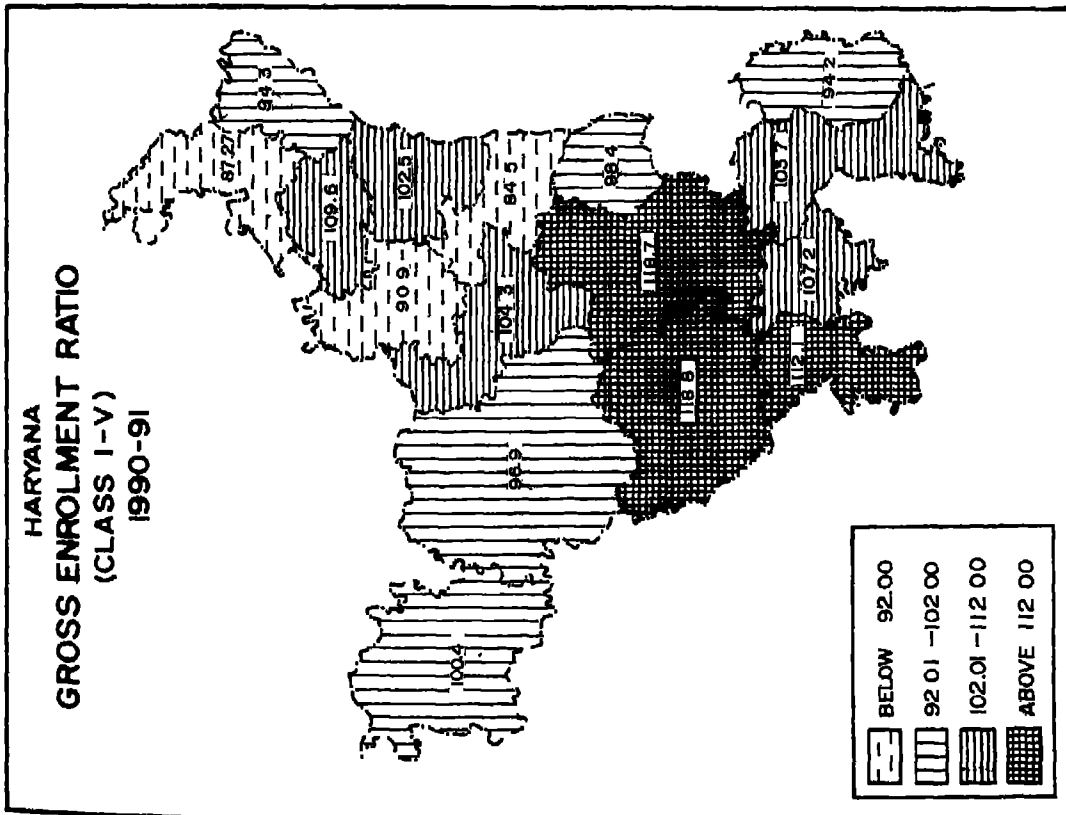


Figure 23

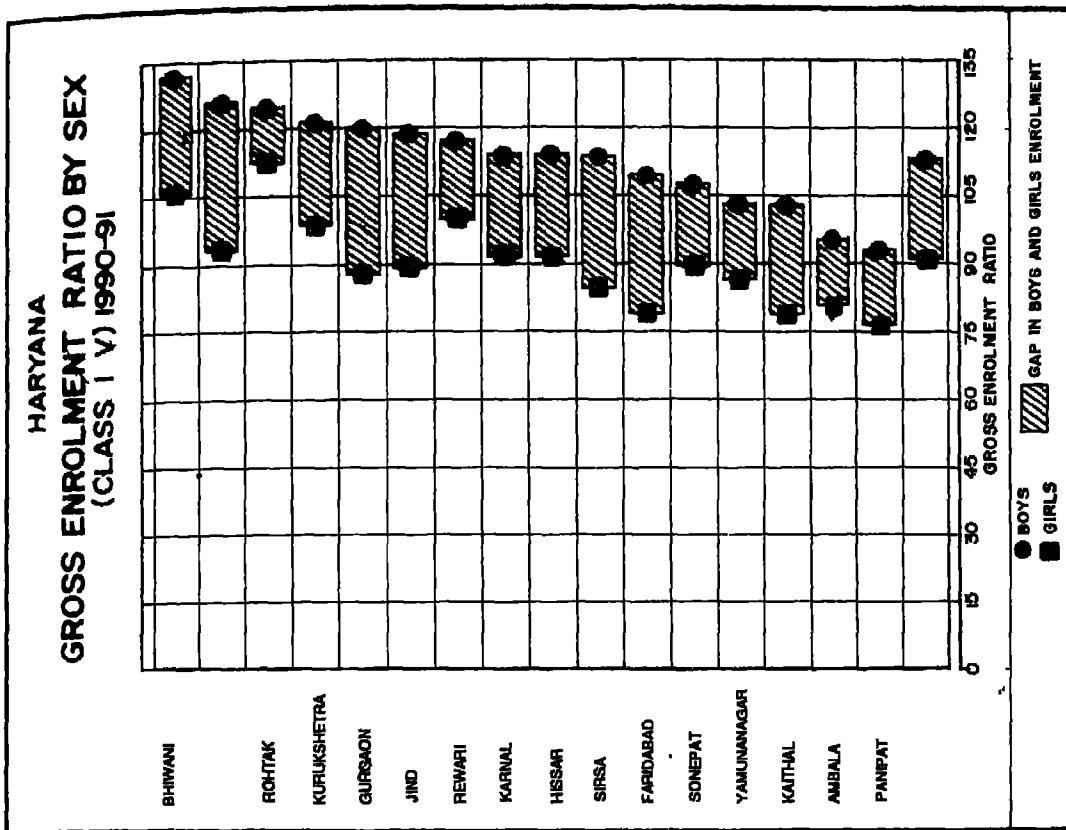


Figure 24

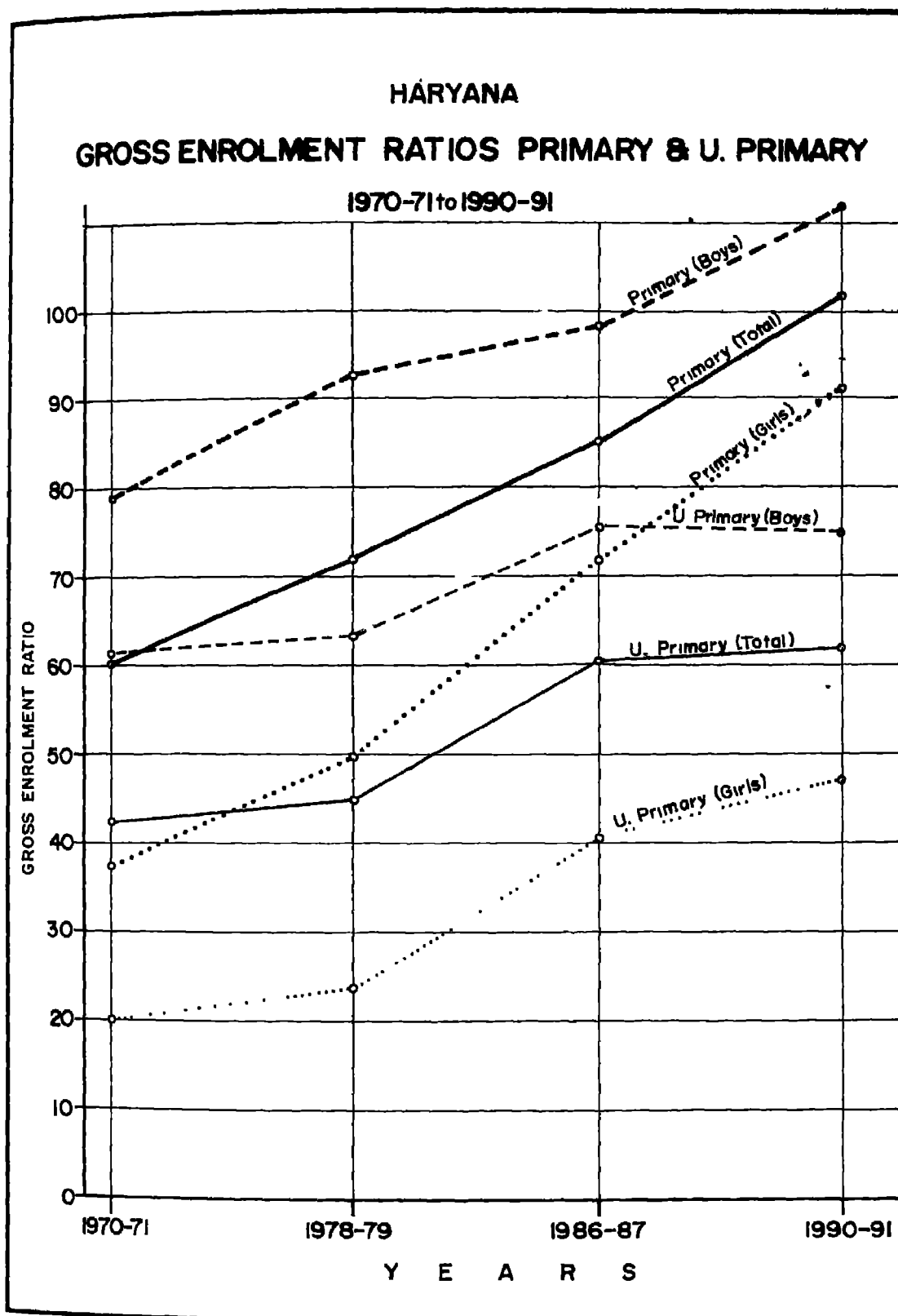


Figure 25

Therefore, it becomes necessary to move from universal provision universal enrolment, to universal retention and universal achievement. As we have noted earlier Haryana has been able to provide universal primary schooling and enrolments have also reached above 100 percent, the next step is to take the enrolment ratio to 120 or 130 percent catering for the 25 to 30 percentage overage and underage children at the primary level. Special emphasis shall have to be laid on enrolment of girls and children from disadvantaged groups. Equally and perhaps more important is to make necessary interventions both quantitative and qualitative for improving retention and achievement levels.

Dropout

In India, only half the children who get enrolled in Class I reach Class V, with fifty percent of the drop out at the primary stage taking place between Class I and II. Allowing for the fact that the holding power of the schools is poor on account of poor infrastructure and uninteresting learning environment, this heavy drop out needs an explanation. It is estimated that on account of the official stress on enrolments, and the child census preceeding the enrolment drive, a lot of (names of) children are registered on school rolls at the start of the session and their names continue till the end of the years and or even later.

It is, therefore, very likely that a large number of children perhaps don't actually drop in to the school.

In 1981-82, the drop out rate for girls was 55.5 percent girls drop-outs, as against 47 percent for boys at the primary stage. At the upper primary stage, dropout rate was 68.5 percent for boys and 77.70 percent for girls. The dropout rate for girls in 1981-82 varied from 10.1% in Kerala to 81% in Manipur at the primary stage for 23% in Kerala to 88.5% in Meghalaya. The wastage is more in the early years of schooling as the maximum dropout takes place between Classes I and III, in and higher among girls in rural areas.

The interstate variations in dropout rates from Class I to VIII range from 16.17% for boys in Kerala to 79.23% in Arunachal Pradesh, and for girls from 15.66% in Kerala to 80.80% in Andhra Pradesh. The drop out rate for SC boys ranges from 13.50% in Pondicherry to 93.51% Arunachal Pradesh and for SC girls from 40.53% in Haryana to 96.07% in Arunachal Pradesh. For the ST boys, the dropout rates varied from 34.68% in Tamil Nadu to 97.22% and for ST girls from 5.62% in Uttar Pradesh to 84.89% in Manipur.

The drop out rate in Classes I-VIII in 1985-86 was 36.24% for males and 52.20% for females of all communities. Remarkably, it was lower for scheduled caste children i.e. 23.50% for scheduled caste males and 40.52% for scheduled caste females. Due to non-availability of flow statistics, it is difficult to assess extent of wastage on account of repetition and drop out statistics are as gross and misleading as enrolment statistics.

It 1987-88 drop out rate for girls continues to be high but the male female gap in dropout rate has narrowed down. At the primary stage the male female gap is 9 percentage points.

Table 6

DROP OUT RATE 1987-88

	Haryana		All India	
	I - V	I - VIII	I - V	I - VIII
Boys	24.35	33.01	43.28	58.80
Girls	31.61	48.22	49.42	67.35
Total	27.32	38.62	46.97	62.29

Source: Ministry of Human Resource Development, Selected Educational Statistics, 1990-91, New Delhi.

However, a proxy for wastage in education is to study enrolments in successive classes as percentage of those enrolled in class I in a given year. In 1986, for every 100 girls in Class I in rural areas, there were only 58 in Class V, 26 in Class VIII, 10 in Class X and only 0.29 girls in Class XII. The corresponding figures for urban girls were 65, 73, 48 and 10.

Poor retention at the elementary stage affects availability of rural women teachers in the long run. Not even two percent of rural girls, it appears, make it to higher secondary education which is the entry requirement for primary teachers' training courses.

Aggregate data hides more than it reveals. Rural urban statistics are not disaggregated the state of the national level documents of the education departments. This makes it difficult to realistically assess the rural deprivation and also tenders formulation of relevant strategies of intervention. Resource allocation are therefore made arbitrarily and not in proportion to the rural numbers.

Rural urban data is collected either through the decennial census or by periodic NCERT Surveys of Education is Presented below:

1) Gross Enrolment Ratio of Girls during 1978-86

	Primary (I-V)		Upper Primary (VI-VIII)	
	1978	1986	1978	1986
Rural	41	80	19	31
Urban	31	69	70	72
Rural & Urban	39	78	32	40

ii) Gross Enrolment Ratio at Elementary Stage in 1986

	Primary (I-V)		Upper Primary (VI-VIII)	
	Female	Male	Female	Male
Rural	80	103	31	73
Urban	69	69	72	86
Rural & Urban	78	96	40	76

iii) Age Specific Enrolment Ratio in 1986

	6 - 11 Years		11 - 14 Years	
	Female	Male	Female	Male
Rural	69.81	89.52	34.08	71.39
Urban	58.66	59.43	68.94	78.11

iv) Percentage of Girls to Total Enrolment in 1986

	I - V	VI - VIII	IX - X	XI - XII
Rural	40.03	27.46	20.35	13.88
Urban	47.72	49.78	37.15	34.83

Analysis

- 1) There is evidence of significant improvement in girls enrolments at the primary stage both among rural and urban girls. However, the progress of rural girls at the upper primary stage is far from satisfactory and far lower than that for urban girls.
- ii) Male-female gaps in enrolments are closing in urban areas but continue to be large and even wider in rural areas.

Women Teachers

There has been a sufficient amount of increase in the number pupils, but the growth of girls enrolments has been faster than that of the boys. Likewise, the number of teachers has been going up and the increase has been more in case of female teachers over male teachers.

Haryana continues to face shortage of women teachers in rural areas where 78% population lives. (See below)

Table 7
Women Teachers as Percentage to
Total Teachers at School Stage

	<u>Primary</u>	<u>Upper Primary</u>	<u>Secondary</u>	<u>Hr. Secondary</u>
Rural	34.25	36.22	29.22	25.77
Urban	74.77	78.79	65.46	47.33
Rural & Urban	41.25	40.49	38.10	40.53

See Appendix Table 9, Figure 26 , 27

The shortage of women teachers is to be seen in conjunction with the fact that compared to 100 girls in Class I in rural areas there are only 10 girls in Class X and only 0.29 in Class XII. The pre-entry requirement for primary teacher training courses is 12 years of schooling. It may be pointed out that in the last four decades, no serious effort has been made to prepare rural girls for taking up

HARYANA

PERCENTAGE GIRLS TO TOTAL ENROLMENT OF GIRLS IN CLASS-I 86 - 87

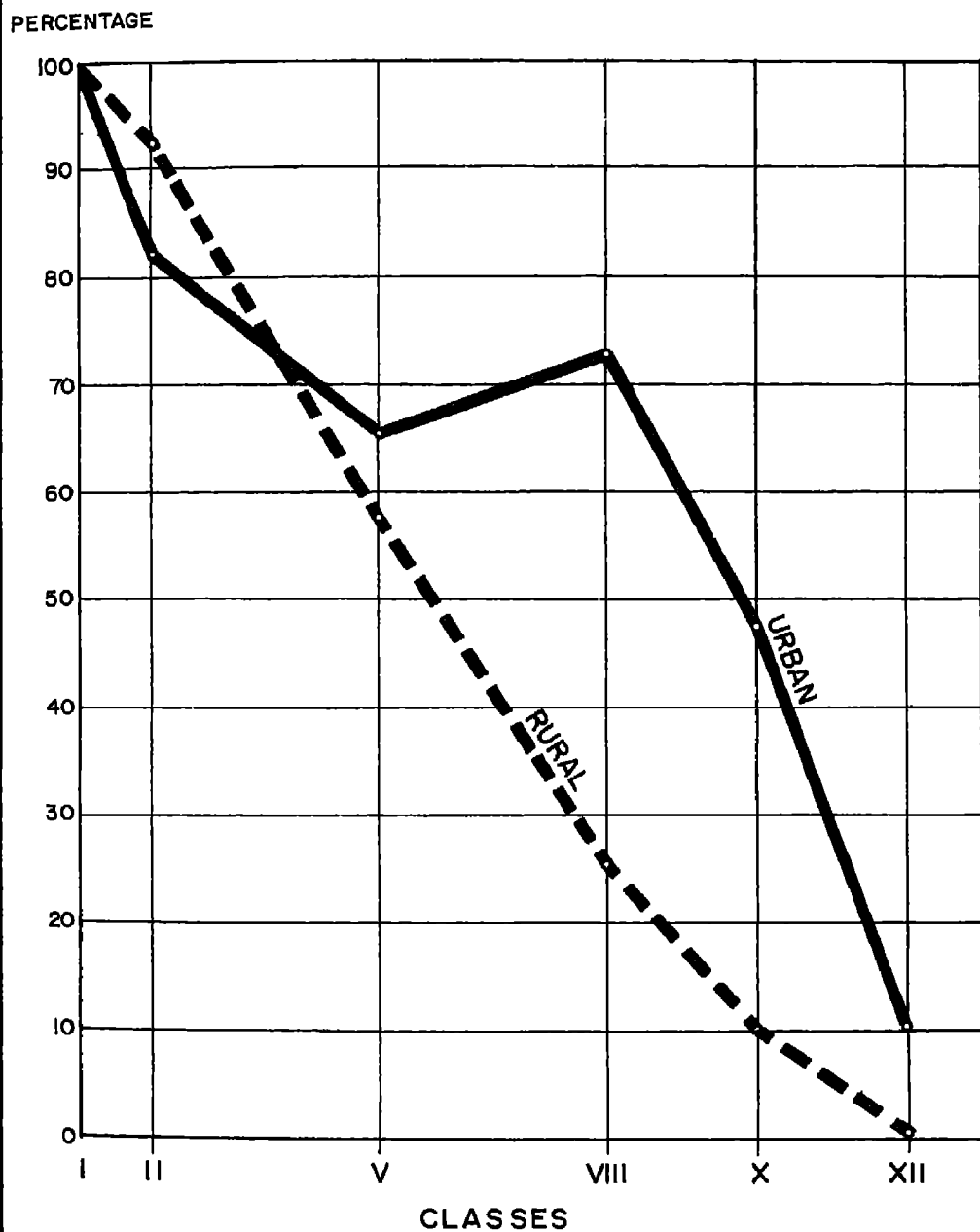
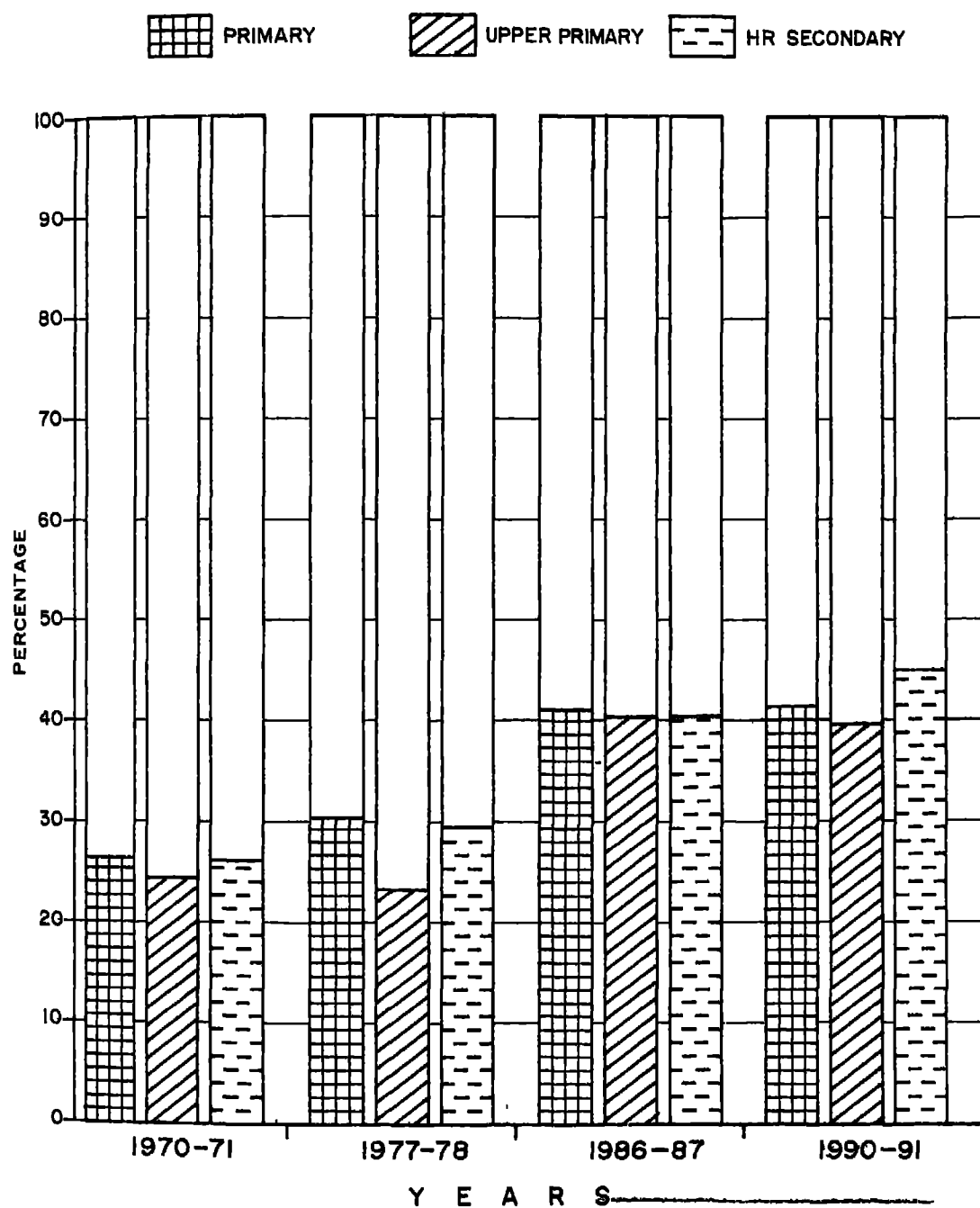


Figure 26

HARYANA

WOMEN TEACHER AT SCHOOL STAGE

1970-71 TO 1990-91



Central Institute of Education
New Delhi

Figure 27

teaching. The efforts, if any, have been directed at the stage of entry into JBT courses and at best recruitment without any quotas for rural girls. Therefore, the phenomenon of urban areas overflowing with women teachers and rural areas with high premium on gender segregation continuing to face shortage of female teachers. There is more sense in going back to the recommendation of the Indian Education Commission of 1882 (known as Hunder's Commission) to identify rural girls at primary and middle levels and support them for general education and teacher training in Sandwich Courses (General and Professional) or in existing institutions through stipends, bursaries, fellowships.

Completed elementary education improves the chances of women to gain access to general and technical second and third level education. Studies show that education and employment of women in non-agricultural occupations tends to lead to a smaller family size. In this context, literacy and skill development among so far disadvantaged rural girls and women becomes an imperative for all development.

Table 8

The Out of School Girls in 19866-11 Years

	<u>Girl Child Population</u>	<u>Percentage of Girls Enrolled</u>	<u>No. of Girls not Enrolled</u>
Rural	653,050	69.81	197,178
Urban	181,160	58.66	74,933
Total	834,210	67.37	272,111

11-14 Years

Rural	396,598	34.80	261,426
Urban	108,782	67.36	35,511
Total	505,380	41.24	296,937

In 1986, there were a total of 569,048 girls in the age group 6-14 years who were outside school in Haryana. Of these, 81% girls were rural and 19% urban.

This number is likely to have come down by 1991. Pending availability of census data on single year age data on school enrolment, it is still necessary to mark out this over half a million girls for immediate attention in order to see they do not join the huge stream of adult illiterates.

The State needs to launch a major NFE programme for out of school girls in the age group 6-16 for ensuring five to eight years of schooling or its equivalent with a strong input of economic skills, health inputs and population education. This would have to be a multi-sectoral programme, creating a common point for convergence of all above mentioned services.

Failing to educate one generation has obvious repercussions for the next. If we miss these half a million or so girls now, we shall have them as part of adult illiterate group 15-35 years who are in the prime of their productive and reproductive period.

This programme can help raise the age at marriage of girls.

Both budgeted expenditure on education to total budget (revenue account) and per capita expenditure on education in Haryana is among the lowest in the States and Union Territories.

Considering the State has the third highest GDP per capita among different States, there is a definite indication for reallocation of budgeted expenditure and raising per capital expenditure on education.

Special note needs to be taken of close to 2 million absolute poor in the State. Education must be made cost free for children of such poverty households especially girls on a priority basis. As close to 90% of the poor are in rural areas and girls in these highly gender discriminatory social context are worst hit, RURAL GIRLS become the priority group for UEE by all yardsticks.

The total strategy would include (a) improving access of rural girls to primary, upper primary and secondary/higher secondary education at par with their urban counterparts and, (b) relocating training/institutions in rural areas.

Currently, in Haryana, there are 6,931 rural primary schools/sections and 2,613 upper primary schools/sections catering to 6,664 villages and 7,577 habitations. Only 6,333 habitations with population 300 or moree have a primary school within one km. distance. There are thus over a hundred habitations with more than 300 population that have no school within 1 km. distance and thus, also leaving out 1,244 habitations without such a facility. This affects rural girls adversely at the primary level. The sheer drop in availability of upper primary schooling or its equivalent to girls in rural areas account for drop out girls after the primary stage. In rural areas, effectively there is only one upper primary school for every three primary schools whereas in urban areas, the position is more favourable with 881 primary schools/sections against 627 upper primary schools/sections.

Complete middle schools need to be located within each village to achieve UEE among girls. Additionally, support services like ECCE, drinking water, cheap fodder, fuel needs to be provided in rural habitations to release girls from domestic chores and sibling care. The SAARC DECADE OF THE

GIRL CHILD should focus on the Rural Girl Child and, of course, the urban poor girl for education, health and nutrition as a major intervention strategy for raising the status of women. Haryana has a great possibility of attaining UEE by 2001 with just some more considered effort.

UEE: The Choice of a Programme

Universalisation of elementary education (UEE) is a non-negotiable priority and more urgently universalisation of primary education targeted on rural girls and urban poor because:

1. Five years schooling or its equivalent is essential for building permanent literacy of populations.
2. UEE is the only development programme for children aged 6-14 years and can be made the focal point for delivery of education, health and nutrition programmes.
3. There is fall in fertility rates with every successive year of female education: this fall is dramatic after eight years of education. Education is, therefore, the best pill.
4. This programme could be employed for promoting equality between sexes through suitable interventions in curriculum and teacher education.

AREAS FOR INTERVENTIONS

1. Advocacy for improved physical access for girls in rural areas. Remote scattered populations would need to be covered through Mobile Educational Services.
2. Strengthening of support services to relieve girls from domestic chores and sibling care; ECCE to serve this purpose and as a school readiness programme for disadvantaged groups.
3. Sensitization of all educational/development personnel to major issues related to the status of women and gender equality as provided under constitutional and legislative provisions. Focus can be on cooperative analysis of the existing situation of women and girls and the measures required for improving the status of women - Gender Sensitive Educational Planning.
4. Curriculum and Teacher Education: Suitable interventions need to be planned for making curriculum and teacher education gender sensitive and gender inclusive e.g. elimination of sex bias from text books and **curriculum transaction**; incorporation of positive self image, self confidence and leadership among girls in formal and non-formal education.
5. Skill Based Elementary Education on Earn While You Learn Model of Madhya Pradesh.

6. Public Education and Awareness Generation for creating a positive climate for girls education employing multi-media techniques and programmes. This, perhaps, is the key to the whole issue of the status of women in Haryana with a highly unfavourable sex ratio and extremely discriminatory and negative attitudes towards females. And, for this, the first step is to mobilise strong political commitment.
7. Linked to the above, is the issue of mobilising women and the community for girls education and women's development. This would need energising and strengthening of Mahila Mandals and Women's NGOs on a scale.
8. Preparation of women teachers for rural areas as a crash programme.

CHAPTER 4

POLICIES AND PROGRAMMES

Article 26 of the Declaration of Human Rights lays down that education is the right of all human beings at least primary and basic education should be free. Primary education would be compulsory for all. In the background of the above statement, education is the birthright of a child.

According to the Directive Principles of the Indian Constitution, Article 45 declared that the State shall provide free and compulsory education to children upto 14 years of age within 10 years. This was to be achieved by 1960. However, the goal of Universalisation of Elementary Education (UEE) remains elusive. The state of Haryana came into existence in 1966 and has since worked towards this goal. The Ministry of Human Resource Development (MHRD) is full supportive in this task. The National Policy of Education and the Programme of Action, 1992 reiterates the National Commitment to UEE. Besides regular on-going central support in the form of outlays and schemes (e.g. Operation Blackboard), the Ministry of Human Resource Development has located the present project in Haryana. Additionally Social Safety Net District Primary Education Programme is being launched in four districts this year.

Enrolment Drive

The State resorted to a very thorough and comprehensive enrolment drive during 1989-90. Each teacher had to go to the community to carry it out. Besides giving incentives like uniforms, free textbooks to increase enrolment, special incentive scheme for the children of nomadic tribes was adopted. This way Haryana has taken a lead in launching a unique scheme of giving cash incentives to children of nomadic tribes at the rate of Rs.1/- per child per school day is given to a nomadic child for attending the school. Only those children who got admission in the first primary class on or after 23.12.88 are eligible to benefit from the scheme. The target of 20833 children is likely to be achieved. An amount of Rs.50 lakhs has been proposed for 1991-93. Each Block Education Officer has been entrusted with the responsibility of monitoring and evaluating the progress of the scheme at the block level. The Block Education Officer draws the required amount from the treasury every month and advances the same to the Heads of Institutions having primary classes, as per their requirements worked out on the basis of enrolment of nomadic children. But the quantitative expansion had to be supported by qualitative improvement and the state Department of Primary Education launched an attack on the inhospitable buildings

of the schools. With the active involvement of District Administration, 2067 additional class rooms and 1472 toilets were constructed during 1987-88 and 1988-89 under AREP/RLEGP schemes, as per the information supplied by the Director, Rural Development Department. During the 1st year of the implementation of Jawahar Rozgar Yojna, 878 additional rooms and 75 toilets were constructed. During 1990-91, 941 more class rooms and 65 toilets were constructed. In addition, 488 Government Primary School buildings, each consisting of 2 rooms with a verandah and toilets have also been completed with the financial assistance of Rs.4.88 crores received from the Central Government on the recommendation of the North Finance Commission.

<u>Districtwise Number of New School Building Constructed</u>		
Sr. No.	Name of the District	Number of New Building Constructed
11	Faridabad	29
13	Kaithal	6
16	Gurgaon	39

Strengthening School Administration

Haryana is one of the few states in the country which has taken a lead in strengthening school administration at the primary stage of education by providing the post of Head Teachers in the pay scale of Rs.1400-2600. JBT teachers having at least 6 years experience are eligible for the

promotion to the post of head teacher on the basis of seniority cum merit. Except single teacher schools, all primary schools attached to government middle, high and senior secondary schools have the post of head teacher and District Primary Education is the appointing authority. During the last 3 years 6749 JBT teachers were appointed head teachers out of which 4457 are males and 2292 females.

With a view to make head teacher more effective, he/she has been given wide administrative powers like writing of the ACR of teachers, sanctioning their casual leave and maintenance of pupils fund. Under building fund rules, the head teacher has to act as member secretary in the executive committee headed by the Block Education Officer. This committee has the power to incur an expenditure upto Rs.5,000/-. The head teacher has also been delegated the power to declare articles of stores worth Rs.1,000/- unserviceable. He/she has to act as the supervisor.

School Adoption Scheme

In 1992-93 Department of Primary Education, Haryana, has brought out an information brochure speaking about their School Adoption Scheme. Accordingly, all the District Primary Education Officers and Block Education Officers have decided to adopt two government primary schools each. During the year 1992-93, 280 schools shall be adopted and a total 700 schools shall be adopted during the last lap

of the current five year plan. The objective of the scheme is to improve the physical condition of the adopted schools to the extent that these schools become models for the rest of the institutions in and around the vicinity. Special efforts shall be made by the heads of institutions and Village Panchayats.

Girls Education

Various steps have been taken by the Harvana Government not only to attract more girls to educational institutions but also to retain them. The details of schemes to boost-up women education are as follows:-

1. Primary Education

Sr. No.	Schemes	Amount in Lakhs 1992-93	Number of Students Benefited
1.	Free Uniforms to SC and Economically Weaker Sections Girls	102.50	141425
2.	Free Stationery	60.00	400000 (Boys & Girls)
3.	Attendance Prize to SC Girls	180.00	150000
4.	Attendance Prize to Nomadic tribes Children	50.00	20833 (Boys & Girls)
5.	Free Text-books to SC and Weaker Sections Girls	23.50	47000
6.	Stipend to denotified tribes children	7.00	5800 (Boys & Girls)
7.	Stipend to the children of those who are engaged in unclean occupations	20.00	2500 (Boys & Girls)

The earlier policy of the State Government was to recruit female and male teachers in the ratio of 40:60, which has recently been changed to 60:40 in respect of women and men teachers, respectively.

The State Government is determined to universalise Primary Education before the end of the current 8th Five Year Plan. More emphasis is now being laid on the enrolment of girls in the age group of 6 to 11 years. 500 new primary schools were opened exclusively for girls in the 7th Five Year Plan. A similar number of schools again exclusively for girls, is proposed to be opened during the 8th Five Year Plan. With a view to enrolling and retaining more and more girls particularly those belonging to scheduled castes and other weaker sections, a number of incentive schemes are being implemented. The State Government is providing over Rs.4.25 crores annually under various incentive schemes.

2. Secondary Education

Sr. No.	Schemes	Amount in Lakhs 1997-93	Number of Students Benefitted
1.	a. Free Uniforms for SC/ BC Girls	36.55	68733
	b. Free Uniforms for Economically backward class girls	38.75	63000

2.	a.	Free stationery to SC boys and girls	65.00	98000
	b.	Free stationery to Economically backward class girls	40.00	86500
3.		Free books for SC boys and girls (6th to 8th Class @ Rs.40/- per year and 9th to 10th class @ Rs.60/-)		
4.		Opportunity costs to SC students reading in classes 6th to 8th Rs.15/- per month	161.50	10.76 lakhs
5.		Scholarships <u>Vimukt</u> and <u>Tapriwas</u> children from 6th to 8th class @ Rs.15/- per month and 9th to 12th classes @ Rs.10/- per month	5.50	3,700
6.		Scholarship to SC girls passing in middle examination	8.00	560
		10 Sch. per district Rate: 9th Class Rs.80/- p.m. 10th Class Rs.100/- p.m. 11th Class Rs.120/- p.m. 12th Class Rs.140/- p.m.		
7.		Stipend to SC girls 9th to 12th Class Rs.20/- p.m.	130.00	35000
8.		Free Education for all girls in private schools	55.00	35401

3. Higher Education

Sr. No.	Scheme	Amount in Lakhs	Number of Students Benefitted
1.	Free Education to Girls upto graduate level	100.00	45000
2.	State Government merit Scholarship Scheme in Colleges for General Education	2.47	237
3.	Haryana State Silver Jubilee Scholarships	1.48	100

Many other steps have been taken by the State Government to encourage women education.

1. Colleges for women have increased from 7 in 1966 to 36 in 1991-92.
2. The Government has adopted a liberal attitude in granting recognition in private managements to start girls colleges.
3. Subjects such as Home Science, Fine Arts etc. especially for girls have been started in several colleges.
4. One cell for women studies has been established in Kurukshetra University with the assistance of UGC.
5. There are two NCC battalions exclusively for girls. Girls also participate in NSS activities.

Towards Excellence in Primary Education*

The Department of Primary Education has been actively engaged in the task of achieving universalisation of primary education in the State. There has been a vast expansion of education facilities during all these years. At present, primary schooling facilities are available within a radius of about 1 km. District Primary Education Officers are empowered to open Branch Primary Schools at places where 30 or more children are available for schooling. With a view to enrolling and retaining girls, particularly those belonging to scheduled castes and other weaker sections of society, a number of incentive schemes have been launched in the State. Almost every village in Haryana has primary schooling facility. As per the latest information received from the field, there are only about 125 unserved villages/habitations with a population of 300 or more which are yet to have primary schools. 100 new schools will be opened during the 1st year of the 8th Five Year Plan. In all, 500 new primary schools are proposed to be opened during the Plan period. With the opening of these additional schools, every village/habitation and even small bastis/dhanis in the State will have primary schooling facilities.

* Directorate of Primary Education, Haryana, Chandigarh, 1992.

Quantitative expansion at such a large scale, which, of course, is essential to ensure universal access to primary education in the State, has naturally necessitated the need for focussing attention on the qualitative aspect of education. The Department has, therefore, drawn up an action plan to bring about qualitative improvement in the education being imparted at the primary level.

The action plan includes the following main programmes already launched/being launched for improving and raising the quality of education:

(i) Institutional Plan

Every Government Primary School has been asked to prepare its annual institutional plan in the beginning of the academic session. It goes without saying that every school is expected to achieve the targets fixed for the year. Supervisory officers will provide necessary guidance and help prepare the institutional plans. This will add a new dimension to the working of schools.

(ii) Courses of Study

To ensure timely coverage of the courses of study concerning primary classes, monthwise distribution of the curricular and co-curricular subjects has been made and circulated to the schools, thus facilitating the supervisory work of Head teachers and their block and district level officers.

(iii) Monthly Class Tests

All schools have been asked to introduce monthly class tests in the various curricular subjects taught at the primary level. Every school will maintain students' progress register (classwise) and keep the parents/guardians informed about their wards' progress in studies. This arrangement will also provide feed back to the teachers for assessing their performance in view of the fact that success of a teacher depends not on what or how he teaches, but on what the students retain and learn out of his teaching. A look at the students' progress register under this programme will also help the supervisor to monitor and evaluate the performance of the teaching personnel at the institutional level.

(iv) Inspection Plan

All Block and District level officers associated with primary education, have been asked to prepare that inspection plans in the beginning of each academic session, as a part of the implementation programme regarding revitalising and revamping academic supervision of primary schools. Each Block Education Officer, who is responsible for looking after primary education in his/her block, shall have to conduct annual inspection of all the primary schools falling in his/her educational block. Follow up visit is also necessary to ensure implementation of the suggestions made

for improvement in working of the schools in general and curricular and co-curricular areas in particular. The field officers have also been asked to pay surprise visits to schools, particularly those located in far-flung areas, with a view to ensuring proper functioning of schools.

(v) Strengthening School Administration

Realising that no reform or improvement in education is possible without ensuring proper functioning of educational institutions, the State Government has created the posts of Head teachers to give a boost to educational administration at the primary level. Except Single Teacher Schools, all other Government primary schools have been provided the posts of Head teachers in the pay scale of Rs.1400-2600. JBT teachers are promoted to this post on the basis of their seniority-cum-merit. This has gone a long way in improving the working of primary schools. To make them effective on the job, the Head Teachers have been delegated certain powers including the one of writing ACRs.

vi) Adoption of Schools

With the sole aim of bringing about qualitative improvement in academic standards at the primary stage of education, the Department has formulated a scheme of "Adoption of Schools by Education Supervisors". In this scheme, all Government Primary Schools, particularly those located

in rural areas, will be covered under a phased programme. All Block Education Officers and District Primary Education Officers will adopt two primary schools each, every year, so as to make them pace-setting and model institutions, worthy of emulation for the other schools in the block. As many as 280 primary schools have already been adopted by 140 field officers (124 BEOs + 16 DPEOs) to make them better institutions. The Directorate of primary education will monitor and evaluate the implementation of this innovative programme.

(vi) Inservice Teacher Education

Realising that inservice education for a teacher is a 'must' for his professional growth, the Department has earmarked a sum of Rs.13.10 lacs for providing inservice education to teachers, Head teachers and their supervisors during the 1st year of the 8th Five Year Plan. This programme will continue during the entire plan period. There are no two opinions about the fact that quality education depends largely on the quality of teachers. It is with this end in view that need-based inservice programmes will be organised. Multiple class-teaching is a big problem, adversely affecting the teaching at the primary stage of education. A number of teachers have to handle more than

one class simultaneously. With a view to effectively tackling the problem of Multiple class-teaching, it is proposed to organise a number of inservice courses in Multigrade teaching with practical exercises. Inservice courses will enable the educational workers to update and upgrade their professional knowledge.

(viii) District Institutes of Education and Training

The setting up of District Institutes of Education and Training for Elementary school teachers is a landmark in the history of teacher education. These institutes have been/are being opened with the financial assistance of the Central Government. Two such institutes - one at Gurgaon and another at Sonapat, have already been set up in Haryana. Six more District Institutes of Education and Training have also been sanctioned by the Government of India and are likely to be operational during 1992-93. Admission to the two year Diploma-in-education course (JBT) is made exclusively on the basis of the academic merit of the candidates. It is now an admitted fact that the product of these institutes is far better than that of the erstwhile JBT institutions. The target is to cover all the 16 districts of the State under this Centrally Sponsored Scheme of Teacher Education. It is, therefore, a welcome step towards excellence in teacher education. These institutes also organise inservice courses for teachers.

(1x) Remedial Teaching

Teachers associated with primary classes in Government schools have been asked to devote their last two periods, which are normally vacant, to extra coaching to help the slow learners and those coming from poor families. It has also been impressed upon them to organise supervised home-work classes for such children.

(x) Providing Additional Teacher to Single Teacher Schools

Single teacher schools pose a big problem in bringing about the qualitative improvement in primary education. It is expecting too much from a teacher when he/she is asked to handle 5 classes at a time. It is, however, heartening to note that the number of single Teacher Primary Schools in Haryana is only about 272, whereas the total number of primary schools including those functioning in the private sector in the State is about 8275. The problem is, therefore, not that alarming. It is proposed to provide one additional teacher to all these single teacher schools under a phased programme. In fact, there should be one teacher for one class to do justice to the students as well as to the education imparted at this level. The State Government is conscious of this need and efforts will be made to convert all such schools at the earliest, may be within the next academic session, 1992-93 depending upon the availability of funds for this purpose.

The State Government now provides two teachers for a newly opened primary school, irrespective of the strength of students.

(x1) School Complexes

Monthly meetings of primary teachers held under the scheme of the School Complex provide ample opportunities to the teachers for their continuous professional growth. They can freely use this forum to solve their instructional problems with mutual consultation and discussion. These meetings are held under the academic leadership of the Heads of Central Schools located in the vicinity of primary schools. The Heads are assisted by their colleagues in providing academic guidance and solving problems relating to the courses of study. It is, however, pointed out that this programme needs a fresh look for making it more meaningful and useful for the teachers.

(x11) Innovative Projects and Programmes

Experimentation and innovation in education need to be promoted at all levels. Teachers have to be encouraged to take up innovative practices, action research projects, surveys etc. It is with this end in view that a sum of Rs.64,000/- is being provided every year in the budget of the State Council of Educational Research and Training, Gurgaon for this purpose. Some of the projects suggested to schools are as under:

- (1) Hand-writing improvement project.

(11) Improving Oral expression of children by organising declamation contests, symposia, debates, poetic recitation etc.

(111) Inculcating reading habit among children by providing library period in the school time table.

The field education officers, looking after primary education, have been asked to suggest some more such projects and programmes depending on the need of the schools. The idea is to give academic freedom to teachers for undertaking such innovative programmes that may promote learning among the children at the primary stage of education.

(X111) Operation Blackboard

The Centrally sponsored scheme of Operation Blackboard under the National Policy on Education, 1986 has proved a boon to the primary schools in the country. Under this scheme, the Central Government provided financial assistance to the State Governments @ Rs.7,215/- per primary school for making provision of minimum essential facilities, which may include material facilities as well as learning equipment. It is a matter of satisfaction that all Government Primary Schools including those attached to Middle, High and Senior Secondary Schools, as existed on 30.9.1986, have been covered/are being covered under this scheme. The teaching-

learning equipment supplied to schools includes charts, maps, textual materials, globes, science kits, library books, dictionaries, magazines, toys etc. have also been supplied under this scheme. Of 7445 Government Primary Schools/attached primary schools, 3869 primary schools have already been covered. Financial sanction in respect of the remaining 3576 schools has also been released by the Government of India. These schools will also be supplied the necessary teaching-learning equipment and other material facilities during 1992-93. The main objective of this scheme is to bring about qualitative improvement in the functioning of primary schools by giving them essential facilities. Under this scheme, all single teacher schools are to be converted into two teacher schools. The scheme has also taken care of building component. Every primary school is to be provided atleast two reasonably large classrooms with the facility of a verandah and separate toilets for boys and girls.

(xiv) Radio-cum-Cassette Players

Under another Centrally Sponsored Scheme of Educational Technology, Radio-cum-Cassette Players are being supplied to Government Primary Schools to enable them to benefit from the educational programmes broadcast from AIR, Rohtak in particular and other stations of Akashvani in general. 9

districts of the State have already been covered under this scheme. The remaining 7 districts would also be covered very soon, before the close of the current financial year.

All such programmes and schemes will go a long way in bringing about a desirable change in the quality of education being imparted at the primary stage of education. The Department of Primary Education has a regular programme of holding quarterly meetings of the field education officers associated with primary education with a view to reviewing the progress of various on-going programmes.

CHAPTER V

National Policy on Education - 1986 & Programme of Action - 1992

Recommendations For Education for Women's Equality

Education for Women's Equality

4.2 Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

4.3 The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies

NPE-1986, P-10

1. Education for Women's Equality

1. Preface

1.1.1 Education for Women's Equality is a vital component of the overall strategy of securing equity and social justice in education. Paras 4.2 and 4.3 of the National Policy on Education (NPE), 1986 are very strong and forthright statements on the intervening and empowering role of education. *Inter alia*, they emphasize the provision of special support services and removal of factors which result in discrimination against women at all levels of education. The POA clearly spells out the actions which need to be taken to promote education for women's equality; it can hardly be improved upon. What is sought to be done is to modify the contents of the POA wherever appropriate. What comes out clearly is the need for will to implement and institutional mechanisms to ensure that gender sensitivity is reflected in the implementation of educational programmes across the board. Education for Women's Equality is too important to be left to the individual commitments or proclivities of persons in charge of implementing programmes. It should be incumbent on all actors, agencies and institutions in the field of education at all levels to be gender sensitive and ensure that women have their rightful share in all educational programmes and activities.

2. Present Situation

1.2.1 According to the 1991 census female literacy rate is 39.42% compared to 63.86% for males. The number of female illiterates at 197 million is more than male illiterates by 70 million even though the female population is less than the male population by 32 million. There are significant rural-urban disparities among women, rural female literacy is about half of urban female literacy. A striking finding is that for every 100 girls in class I in rural areas, there are only 40 in class V, 18 in class VIII, 9 in class IX and only one in class XII—the corresponding figures for urban areas being 82, 62, 32 and 14. If ten to twelve years of general education is the basic requirement for entrance into technical and professional education, rural girls would therefore stand excluded. An overwhelming proportion of vocational, higher and technical educational facilities are located in urban or semi-urban areas. Participation of girls in this sector continues to be low and gender stereotyped. Similarly, proportion of women and girls in engineering and agriculture based courses is woefully low.

1.2.2 This is compounded by the fact that the proportion of women teachers in the low literacy States is extremely poor. The percentage of women teachers at the primary and middle schools is 21% and 23% in rural areas and 56% and 57% in urban areas.

1.2.3 It is therefore imperative that the entire educational system is alive to the gender and regional dimensions of educational disparities.

POA-1991, P-1

3. Policy Parameters and Strategies

1.3.1 In pursuance of NPE the main features of the implementation strategy will consist of the following :-

- (i) to get the entire education system to play a positive interventionist role in the empowerment of women.

- (ii) to encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors;
- (iii) to widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes;
- (iv) to create a dynamic management structure that will be able to respond to the challenge posed by this mandate

4. Plan of Action

4.1 Strategies outlined below deal primarily with operational details regarding implementation of the POA :

- (i) All the Bureau of the Department of Education will prepare a concrete action plan addressing gender related concerns in their specific area of work by August, 1993. Relevant nodal institutions like the UGC, AICTE, ICSSR, ICHR, CBSE, ICAR, ICMR, IAMR, State Boards, Vocational Education Bureaus, etc. will also prepare similar action plans. part IV, para 4.1 to 4.3 of the NPE and Chapter XII of the POA will form the guiding principles for the action plan.
- (ii) A monitoring unit will be created in the Planning Division of the Department of Education to ensure integration of gender issues into policies, programmes and schemes. This unit will develop indicators for monitoring implementation, ensure effective dissemination of information and coordinate action. This will be done by August, 1993.
- (iii) Similar monitoring units/bureaus will be set up at the State level.
- (iv) Annual reports of all the bureaus and institutions will clearly spell out the steps they have taken to enhance women's and girls' access to education, ensuring that the content and process of education is sensitive to gender concerns and equal access is assured for science and technical education at all levels.

POA-1991, P -2

5. Empowerment of Women

5.1 Education can be an effective tool for women's empowerment, the parameters of which are:-

- enhance self esteem and self confidence of women;
- building a positive image of women by recognizing their contribution to the society, polity and the economy;
- developing ability to think critically;
- fostering decision making and action through collective processes;
- enable women to make informed choices in areas like education, employment and health (especially reproductive health);
- ensuring equal participation in developmental processes;
- providing information, knowledge and skill for economic independence;

- enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas;

1.5.2 The following measures will be taken for achievement of the above parameters and the concerned bureau and institutions will report on progress as stated in para 4.1 above :

- (i) Every educational institution will take up active programmes of women's development;
- (ii) All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the University System. Innovative training programmes will be designed with the assistance of concerned organizations and women's groups;
- (iii) Gender and poverty sensitization programmes will be developed for teacher educators and administrators. An environment will be created whereby all the sections of the education sector will become alive and sensitive to the role of education in eliminating gender disparities;
- (iv) In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers.

POA 1992, P - 3

- (v) The common core curriculum is a potentially powerful instrument to promote a positive image of women. The Department of Women's Studies, NCERT will intensify activities already initiated in the area of developing gender sensitive curriculum, removing sex bias from textbooks and training of trainers/teachers. SCERT and the concerned State level boards and institutions will initiate similar work.
- (vi) Funds would require to be earmarked in all education budgets for such awareness and advocacy related activities

6. Research and Women's Studies

1.6.1 Women's Studies is a critical input to promote better understanding of women's contribution to social processes within social, technological and environmental change, their struggles and aspirations, conceptual obstacles that make them "invisible" in many areas of scientific enquiry. The programme aims to investigate and remove structural, cultural or attitudinal causes of gender discrimination, and thus empower women to achieve effective participation in all areas of national or international development. The four dimensions to be supported are:-

- (i) Research to advance the frontiers of knowledge, develop human resources and produce teaching/learning material in pursuit of the above aims.
- (ii) Teaching to change present attitudes and values of men and women to one of concern for gender equality. Existing biases and deficiencies in curriculum will be addressed.
- (iii) Training of teachers, decision makers, administrators and planners to enable them to play a positive interventionist role for gender equality.
- (iv) Extension or direct involvement of institutions in women's development activities among the community.

1.6.2 Special efforts will be made to make the Women's Studies Centres set up in 20 universities and

11 colleges to become more effective through intensive training of their staff. Eminent institutions and well known women's organizations will be involved in the process of revitalizing existing centres/units and helping in the establishment of new ones

1.6.3 Networking between different institutions for research, extension and information dissemination has demonstrated high cost-effectiveness as well as potential for coordinated growth. Such networks will be initiated to increase output of quality teaching materials especially in regional languages, training and curriculum design, and decentralized area-specific models of intervention.

POA-1992, P - 4

1.6.4 Foundation course should be designed and introduced for undergraduates with a view to promote the objectives of empowerment of women. This will be done within the 8th plan period.

7. Universalization of Elementary and Adult Education

1.7.1 It is impossible to achieve Universal Elementary Education (UEE) unless concerted efforts are made to reach out to the girl child. Girls who cannot attend formal schools or have had to drop out will be provided educational opportunities through Non-Formal Education (NFE). Efforts will be made to design special NFE programmes for out of school and adolescent girls with a view to get them back into the formal stream or qualify for technical or vocational education. The Open School, distance education systems and other innovative educational programmes will reach out to girls in rural/remote areas and urban slums. Voluntary and community based efforts will be encouraged in this sector. The above tasks acquire a greater significance in the SAARC decade of the girl child.

1.7.2 The rural girls are doubly disadvantaged by non availability of educational facilities and by the work they have to do related with fuel, fodder, water, sibling care and paid and unpaid work. Coordinated efforts, albeit with other Departments/Ministries, need to be made to provide the necessary support services to enhance their participation and performance. Provision of support services and child care facilities should be seen as a necessary and integral adjunct of UEE.

1.7.3 An important constraining factor for female education is the lack of women teachers in rural areas. The Revised Policy Formulations postulate that at least 50 per cent of teachers recruited in future would be women and to augment teacher-training facilities for women so that adequate number of qualified women teachers are available in different subjects, including Mathematics and Science

1.7.4 Total Literacy Campaigns (TLCs) being taken up should pay special attention to women in the 15-35 age group as it has been done with very positive impact in many districts. NFE should be dovetailed to TLCs in order to reach out to girls in the 10-20 age group.

1.7.5 Programmes for continuing education should be designed to ensure that neo-literates and school going girls have access to reading materials. If necessary, books and magazines should be made available to women in their hamlets. The medium of radio will be utilised to sustain enthusiasm and motivation.

1.7.6 Efforts should be made to coordinate the different vocational schemes both within the formal system and those initiated by the other Departments/Ministries.

POA-1991, P - 5

8. Women's Access to Vocational, Technical and Professional Education and Existing and Emergent Technologies

1.8.1 Improvement of girls' access to technical, vocational and professional education requires a national programme to introduce and strengthen Science and Mathematics teaching in all girls schools. A special scheme will be designed to meet the shortfall of Science and Mathematics teachers in girls schools. Serious efforts should be made by the Centre and State planners, curriculum developers and administrators to consciously encourage participation of girls in non-traditional and emergent technologies at all levels. Guidance and counselling for girls should be undertaken as a necessary precondition to encourage participation.

1.8.2 Women's access to technical education will be improved qualitatively and quantitatively especially in rural areas. Women's ITIs and Polytechnics and women's wings in general Polytechnics and ITIs will be revamped with a view to diversify disciplines, trades and courses to encourage participation in new and emerging technologies.

1.8.3 Information about credit, banking, entrepreneurial abilities will be developed in technical and vocational institutions. The apprenticeship scheme will be strengthened to increase the coverage of women.

9. Media

1.9.1 The electronic, print and traditional media will be used to create a climate for equal opportunities for women and girls. It will thus play a complementary and supportive role in awareness generation, dissemination of information and communication. Given the fact that almost all rural areas are covered by radio, special efforts will be made to utilize this medium to reach out to women.

10. Management Structure at Centre and State Level

1.10.1 Women's cells should be set up forthwith in all Central and State agencies concerned with curriculum development, training and research.

1.10.2 A Monitoring cell will be set up within the Planning Bureau of the Department of Education, Ministry of Human Resource Development. Similar units in the states should take responsibility for monitoring and evaluating progress.

1.10.3 A high level Inter Ministerial Committee will be constituted by the Department of Education, MHRD to :-

- (i) review implementation of POA on a continuing basis,
- (ii) advise the government on policies and programmes related to girls education;

POA-1991, P-6

- (iii) activate planning mechanisms in consultation with each other to ensure provision of essential support services that will enhance girls' and women's participation in education.

1.10.4 Similar committees will be constituted at the State level.

POA-1992, P - 7

II. Education of Scheduled Castes and Scheduled Tribes and Other Backward Sections

2.1.5 A number of Centrally Sponsored Schemes are being continued in the 8th Five Year Plan (1992-97) for SCs, STs and other backward sections. These are (i) Post-matric scholarships; (ii) Grant-in-aid to voluntary organisations; (iii) Pre-matric scholarships for children of those engaged in un-clean occupations; (iv) Book banks; (v) Boys' and Girls' Hostels' (vi) Coaching and allied schemes. In addition to these, two schemes in the central sector have also been approved, viz., (i) special educational development programme for girls belonging to SCs of very low literacy levels, and (ii) educational complex in low literacy pockets for development of women's literacy in tribal areas. These programmes are in addition to the special thrust given to the weaker sections in addition to the special thrust given to the weaker sections in the general programmes for educational development like opening of schools, running of Non-Formal Education (NFE) centres and adult education centres, schemes of Operation Blackboard, upgradation of merit of SC/ST students, reservation in educational institutions, etc

2. Elementary Education

2.2.1 Taking into account the experience gained in the implementation of NPE, 1986 and POA, the following strategies are proposed:

(i) Access and Enrolment

2.2.2 In order to ensure universal access and enrolment of SC children in rural areas, henceforth, in opening primary and upper primary schools priority would be given to the needs of SC habitations and hamlets. As far as possible pre-primary section will be an integral part of such schools.

2.2.3 Every Scheduled Tribe *habitation will be provided with a primary school* or other suitable institution before the end of the 8th Five Year Plan in order to ensure universal enrolment and participation.

2.2.4 In tribal areas educational plan will be implemented in an integrated manner. *Pre-school education* (through *Balwadis*), Non-Formal Education, elementary education and adult education will be organically linked and integrated to ensure achievement of total literacy of the entire population. This integrated Educational Complex will be responsible for total education within its area serving all children in the age-group 3-14 and adults in the age-group 15 and above.

2.2.5 For SC children access and enrolment will be assured primarily in the formal school. Where SC children are not able to attend the formal school provision for non-formal and distance education centres will be made to ensure universal access and enrolment.

2.2.6 It will be the responsibility of the teachers to organise drives at the beginning of every academic session to enrol all school-age children specially girls belonging to SCs, STs and other backward sections. For this purpose active assistance of voluntary agencies and local communities shall be taken.

Traditional and folk media can be very effective in reaching parents and children in remote areas to motivate them.

(b) Participation

2.2.7 Adequate incentives will be provided for the children of SC, ST and other backward sections in the form of Scholarships, Uniforms, textbooks, stationery and mid-day meals.

2.2.8 All schools, NFE centres and pre-school centres in SC/ST habitations will be equipped with necessary and essential infrastructural facilities in accordance with the norms laid down for Operation Blackboard and for achieving Minimum Levels of Learning (MLL).

2.2.9 Operation Blackboard shall cover within a period of two years all schools in tribal areas and Harijan Bastis irrespective of the date on which the school was set up.

2.2.10 The indigent families among SC/ST will be given incentives to send their children, particularly girls, to schools.

(c) Achievement

2.2.11 Children from tribal communities will be taught through the mother-tongue in the earlier stages in primary school. Teaching/learning material in the tribal languages will be prepared providing for a transition to the regional language by class III.

2.2.12 The home language of children of SC/ST may be different from others. Therefore, standard teaching/learning material will be re-written to make them intelligible to the SC/ST children especially in areas where the standard language and the learners' dialect are different.

2.2.13 It will be ensured that MLL already set-up for primary schools will be achieved, that the necessary standards of R₁, S₁ & R₂ are acquired by all children in SC/ST communities. Effective methodologies for measurement of MLL will be implemented.

P-9.10

3. Adult Education

2.3.1 Adult education programmes will be an integral part of educational micro-planning in all tribal areas.

2.3.2 Under the total literacy campaign SC and ST populations will be the major focus for achieving total literacy. Special attention will be paid to adult illiterate women.

2.3.3 Adult education programmes for SCs/STs will essentially be programmes of empowerment. Special and relevant curricula and materials shall be prepared for this purpose as a crash programme.

2.3.4 Post-literacy centres will be set up in SC/ST areas where literacy campaigns have been carried out in order to provide facilities for continued literacy for adult neo-literates specially women.

4. Incentives

2.4.4 Residential facilities will be provided for SC/ST students preparing for competitive examinations.

2.4.5 Additional scholarships will be provided for SC/ST girl students in the secondary and senior secondary classes. Special coaching and remedial courses will be organised for SC/ST girl students.

5. Reservations

2.5.1 Implementation of reservation will be monitored at all levels and failure to adhere to the same will be made punishable.

2.5.2 Reservation in recruitment of teachers from SC/ST communities will be ensured in all educational institutions

P-10-11

6. Teachers and their Training

2.6.1 Where teachers are not available in schools located in SC/ST localities, crash programmes for giving suitable training to eligible persons from SCs/STs will be started. The eligible amongst them will be appointed as teachers in the schools.

2.6.2 Specified teacher training institutions such as DIETs will be identified for training of SC/ST teachers on a large scale.

2.6.3 In order to encourage SC/ST students to become teachers special courses integrating secondary, senior secondary and professional training will be devised. This will encourage such candidates to opt for the teaching profession from an early stage and get adequate training as teacher.

2.6.4 Wherever possible husband-wife teams will be posted as teachers in tribal areas. This will ensure high participation by such teachers in school education.

7. Additional Measures

2.7.2 Education in tribal areas should be linked with outdoor activities. Many tribal children excel in sports, games and other out-door activities. Such talent must be identified and nurtured. Adequate coaching will be provided at early stages so that these talented sportsmen and women can participate in sporting activities and competitions. Scholarships will be provided for such students paying special attention to their dietary requirements

2.7.3 There is need for improvement in the standards of hostels for SC/ST students. Special attention has to be paid to the nutritional need of the students. As far as possible hostels concerned in or around the vicinity of the school/college where the girls are enrolled and adequate security measures should be provided. Hostels should preferably be run by Non-Governmental Organisations (NGOs).

P-12

9. Monitoring

2.9.1 In addition to the monitoring by the existing scheme, monitoring of education in SC/ST areas will be entrusted to the local community/village education committee with adequate representation of SC/ST members specially women. The local community will take the total responsibility of planning the educational facilities in SC/ST areas.

2.9.2 In most of the States and at the Centre the incentive programmes like scholarships, mid-day meals, free uniforms, etc. and setting up of hostels and Ashram Schools for SC/ST are being implemented by the Welfare Departments, while the Departments of Education run programmes of setting up of schools, appointment of teachers, preparation of textbooks, curriculum, etc. which cater to SC/ST students as a part of the general programmes of the Education Departments. It would, therefore, be appropriate that the monitoring is done by the respective departments implementing the programmes. The Joint Monitoring System developed for this purpose by the Ministry of Human Resource Development, Ministry of Welfare and Planning Commission will be taken up earnestly.

2.9.3 In some States, educational institutions for Scheduled Tribes are being run by agencies other than the Education Department. It is better that these are managed by Department of Education.

10. Evaluation of Schemes

2.10.1 A number of evaluation studies have been conducted on the implementation of Centrally Sponsored Schemes as well as schemes of the State Governments. For example, in the recent past, the post-matric scholarship scheme has been reviewed by the Department of Personnel and by NIEPA. Pre-matric scholarship schemes of the State Governments have been evaluated by NCERT. The Girls' Hostel scheme was reviewed by three research organisations under the scheme of evaluation of the Department of Education. Many studies have also been conducted under the programmes of assistance of Ministry of Welfare, NIEPA, NCERT, Tribal Research Institutes, etc. But there does not seem to be a proper follow up of the reports.

2.10.2 What is needed is a systematic documentation and utilisation of the findings of the reports for taking corrective action.

P-13-14

3. Minorities Education

3.4.9 Studies and surveys to be commissioned on selective basis by Research Organisations, Universities and other Central and State Agencies (Action : Department of Education - Centre and States/UTs, Ministry of Welfare, NCERT, U.G.C., Planning Commission, ICSSR).

3.5.1

- iv. Orientation programmes for principals/managers and training programmes for teachers of minority educational institutions taken up by NCERT/NIEPA to be intensified (Action: NCERT/NIEPA).

POA - 1992, P - 23

- (x) Women's Community polytechnics should be set up in minority concentration areas on priority basis. (Action : Deptt. of Education - Centre and States/UTs).

P - 24

3.5.2

- (ix) There is a large concentration of minorities in urban slums. A Centrally sponsored/ Central Scheme

be devised to cater to their educational, health and nutritional needs. Special infrastructure should be provided for implementing schemes of Operation Blackboard, Adult Education, Non-formal Education etc. (Action : Deptt. of Education, Ministry. HRD; Ministry of Urban Development).

- (xiv) In areas where there is concentration of the educationally backward minorities, girls hostels to be constructed in schools and colleges on a priority basis. (Deptt. of Education Centre/States, M/O Welfare and U.G.C.).
- (xv) Voluntary Organisations would be encouraged to set up ITIS in minority concentration areas. Where necessary, suitable funding would be provided. (Action : Ministry of Labour, States/UTs).

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3.5.3 Long Term Programmes include:

(a) *Early Childhood Care and Education Centres*

Early Childhood Education Centres will be set up in Primary Schools in areas pre-dominantly inhabited by educationally backward minorities. Socially Useful Productive Work (SUPW) should also be introduced in such schools. The Department of Education, Ministry of Human Resource Development should prepare a scheme of assistance to State Governments in this regard. However the State Governments will be encouraged to start their own programmes in ECCE. (Action : Deptt. of Education, Ministry of HRD).

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(f) *Women's Education*

- (i) As the women literacy and the girls enrolment is lowest among educationally backward minorities, in the schemes of opening of girls schools, appointment of lady teachers, opening of girls' hostels and providing of incentives in the forms of mid-day meals, uniforms etc. Minorities' needs should be fully met. (Action : State Govts. /UT's).
- (ii) A Production-cum-Training Centre for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentration districts. (Action : State Govts./UTs).

(g) *Voluntary Effort in Adult Education & Early Childhood Education*

Orientation Courses for professionals from minority communities to motivate voluntary effort; attaching one centre to all minority institutions to create awareness of these schemes and to train supervisors for multiplier effect. (Action : State Govt./UTs).

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4 Education of the Handicapped

Need for Gender Focus

5 Adult & Continuing Education

5.4.2 Media would be used in literacy promotion as a tool of dissemination of information, as a tool of mobilisation, motivation and sensitisation, as a tool of learning by sharing information, ideas and experiences and as a tool of social action for change. For this purpose, discussion on various aspects relating to literacy would be arranged on Doordarshan and Radio, spots and motivational films would be produced and show on TV and classes conducted through radio. Both print and non-print media, including the traditional folk arts, would be fully harnessed for disseminating the message of literacy and for creating a positive climate for literacy.

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- (e) Propagation of the message of small family norm which has been yet another issue of national concern as also one of the sub-themes of all literacy campaigns would continue to be accelerated. This, along with other measures like importance of delayed marriage, proper spacing, changing existing social biases in favour of the male child in our society, etc. will be integrated into the content of the primer, content of materials for neo-literates, curriculum and course content of training and orientation of all functionaries, transaction of instructional lessons, evaluation, etc.
- (f) Promotion of women's equality will be a major area of focus in literacy programmes. Working towards this objective will have following implications for planning and implementation of TLCs:
 - (i) Enabling the participation of women in the decision making processes of the campaign and developing organising skills.
 - (ii) Ensuring widest possible participation of women as teachers and learners in the teaching-learning process.
 - (iii) Organising activities specifically designed to bring about attitudinal change amongst men, thereby developing a greater sensitivity towards the difficulties faced by women in Indian society. This should lead to collective action to remove such difficulties wherever possible.
 - (iv) Promoting the formation of women's organisations which will take up issues relating of women's rights.
 - (v) Providing suitable avenues of gainful employment of women and ensuring their participation in every stage of the developmental process.

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- (vi) Ensuring that society as a whole is sensitised to the need to translate assurances of equality into concrete action such as payment of equal wages for equal work.
- (vii) Designing and promoting innovative and imaginative schemes which consciously work towards women's equality and empowerment. Existing models such as a Women's Development Project (WDP), or the Mahila Samakhya concept, would be enlarged in scope and ambit, and integrated with literacy campaigns.

- (viii) Creating structures, and facilitating mechanisms by which the concept of women's equality and gender justice is integrated at all levels with the work of the Saksharta Samitis be it in training, content or participation.
- (g) An important and positive fallout of the campaigns is that parental demand for enrolment and retention of children in the formal school system has increased manifold. Endeavour would be made to positively respond to such demand by opening new schools, adding rooms to the existing school buildings, appointing additional teachers and arranging their orientation and training and improving the operational efficiency of the delivery system so that it can absorb the growing demand. Simultaneously efforts would be made to provide appropriate and need based non-formal education to working children in 9-14 age group so that they do not, after reaching adulthood, add up to the ranks of illiterate adults. For this purpose, an effective linkage would be established with programmes/activities related to UEE, including NFE.
- (h) Messages of basic health care and programmes formulated thereunder, both protective, curative and preventive with special emphasis on health care programmes for women and children, would be integrated into the content and process of campaign materials, training, environment building, actual teaching learning phase, etc. in the same manner as small family norm, conservation of environment and women's equality

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6. Early Childhood Care and Education

1. The Present Situation

6.1.1 The National Policy on Education (NPE) has given a great deal of importance to Early Childhood Care and Education (ECCE). It views ECCE as a crucial input in the strategy of human resource development (HRD), as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of the society.

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2. Targets and Phasing

6.2.1 The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. As such efforts will be made towards universalisation of ICDS by A.D. 2000. By the end of the Eighth Plan, 3.75 lakh Anganwadi centres would be established and by A.D. 2000 seven lakh Anganwadi centres. Anganwadis will be gradually converted into Anganwadis-cum-creches. By the end of Eighth plan, 25 per cent of Anganwadis will be converted into Anganwadis-cum-creches. Qualitative improvement of ongoing ECCE programmes would receive high attention. New cost-effective designs of ECCE will also be encouraged and supported.

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6.5.1 Initiating a two-year vocational course in ECCE at +2 level with the objective of creating basic skills which can later be adopted through job training for specific situations;

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Girl child focus to be sharpened

(vi) Coordinating the timings of ICDS Anganwadis with the primary schools wherever possible.

7. Elementary Education

4. Revised Policy Formulations

7.4.1

- (iii) It was specifically laid down that at least 50 per cent of the teachers recruited in future should be women.

7.3.6 A positive externality, rather unanticipated, of the Total Literacy Campaigns, has been that in many districts covered by the campaign there has been an upsurge in the demands for primary education. In quite a few districts "out of school" children in the age group 9-14 was covered by the campaigns. Further, in these districts the awareness generated among parents is leading to better participation of children in primary schools. This happy experience has reconfirmed the need to pay more attention to the "demand side" in strategies for achieving UE and highlighted the need for a disaggregated approach to the problem of UEE whereby districts, not States, and specific disadvantaged groups—the girls of SCs and STs—should become the basis for future planning.

7.3.9 CAGE considered the failure to universalise elementary education and literacy as not only of a question of lack of resources but also of systemic deficiencies. The additional resources that may be available under external assistance should therefore, be used for educational reconstruction which should go beyond the conventional measures such as opening new schools, construction of school buildings and appointing teachers. It is necessary to adopt a holistic approach, and to address

- (i) the educational needs of the working children, girls and disadvantaged groups, and
- (ii) issues of content, process and quality.

disaggregated Target Setting and Decentralised Planning

7.4.2 In the 8th Plan, the strategy for UEE envisages adoption of disaggregated target setting and decentralised planning. An analysis of the educational indicators reveals that within each State, even in the educationally backward ones, there are areas and districts which are almost within reach of universalisation, while even in the educationally advanced States there are districts which are still quite backward. The attempt would be to prepare district-specific, population-specific plans for UEE within the broad strategy frame of Microplanning through people's participation and introduction of Minimum Levels of Learning (MLL) in schools to improve learner achievement. Microplanning will provide the framework for universal access and universal participation while MLL would be the strategy frame for universal achievement.

7.4.3 In order to reduce disparities a disaggregated approach will be adopted through district planning by classifying districts into four categories:-

- (i) High literacy districts in which access and enrolment are almost universal and community awareness for education is already high;
- (ii) total literacy campaign districts in which community mobilisation for educational needs has been successfully generated by the National Literacy Mission;

- (iii) low literacy districts in which the provision of education facilities is unsatisfactory and the delivery system functions without any community involvement; and
- (iv) externally assisted project districts with a different management structure and sufficient financial support.

7.4.4 The strategies with regard to access, participation, achievement, environment building, community participation, etc. will be different for the four categories of districts.

7.4.5 Under this broad strategy of district planning and based on the experience gained in implementation of NPE, and the RPF, the following strategies are proposed:

- (i) Adoption of alternative channels of schooling like voluntary schools and NFE centres for those who cannot avail of conventional full-time schooling.
- (ii) Microplanning through involvement of teachers and the community in order to design and implement a family-wise, child-wise plan of action for universal access/enrolment and participation.
- (iii) Making parents aware about their responsibility for ensuring the completion of elementary education by their children and for providing at home the facilities and encouragement needed for this purpose.
- (iv) establishment of linkages between programmes of pre-school and primary education, and between programmes of literacy and UEE, in total literacy campaign districts.
- (v) Improvement of school facilities through revamped Operation Blackboard and connecting it to MLL strategy. It will also be extended to upper primary stage.
- (vi) Decentralization of educational management for making the schools function so as to ensure universal enrolment, retention and achievement.
- (vii) Introduction of MLLs at primary and upper primary stages including coverage of the non-formal education channel.

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- (viii) Revision of process and content of elementary education to make teaching-learning child centred, activity based and joyful.
- (ix) Introduction of continuous and comprehensive evaluation with focus on remedial measures.
- (x) Modification of teacher training programmes in view of changed strategies and programmes
- (xi) Improvement of the monitoring system for UEE.
- (xii) Launching a National Mission to achieve the goals envisaged in the revised policy.

7.4.6 Further efforts would be made to develop district specific projects, with specific activities, clearly defined responsibilities, definite time-schedule and specific targets. Each district project will be prepared within the major strategy framework and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goals of each project will include the reduction of existing disparities in educational access, the provision of alternative systems of comparable standards to the disadvantaged groups, a substantial improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools, and

building up local level capacity to ensure effective decentralisation of educational planning. That is to say, the overall goal of the project would be reconstruction of primary education as a whole in selected districts instead of a piecemeal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components.

5. Provision of Universal Access

7.5.1 Existing schemes will be suitably modified and measures will be taken to incorporate the new policy formulations.

a) Formal Schooling

7.5.2 New primary schools according to the norms, will be opened in unserved habitations. NFE centres will be opened in smaller habitations and for children who cannot benefit from the school system. In addition, a new scheme of Voluntary Schools will be launched to achieve universal access for children in different areas.

7.5.3 Primary Schools : In 1986, it was estimated that there were approximately 32,000 habitations with a population of 300 or more that required primary schools. Though many new schools have been opened, new habitations have also come into existence, and it is estimated that 35,000 new schools will be required. These schools will be opened by the State Governments following the norms specified under Operation Blackboard

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7.5.4 Upper Primary Schools : In order to increase enrolments at the upper primary stage, the infrastructure at this stage will be expanded. The existing norm of providing an upper primary school within 3 km. walking distance is generally inconvenient for girls. This norm will be relaxed and the new ratio between primary and upper primary schools will be 2:1. Action will be taken in the next 5 years to upgrade every second primary school to the upper primary level. It will be primarily the responsibility of the State Governments to observe this norm for school-mapping.

7.5.5 In order to achieve UEE the school system will have to cater to about 18 crore children. This calls for increasing the number of teachers from the present 27 lakhs to 45 lakhs based on the teacher pupil ratio of 1:40. The increase in student population would also require an additional 11 lakh class rooms to be built in the next 7 years.

(b) Scheme of Voluntary Schools

7.5.6 A new scheme of Voluntary Schools will be launched to cater to the needs of neglected, hilly, tribal and difficult areas where there is no provision of schooling. This scheme will enable voluntary agencies to conduct schools for UPE/UEE and stimulate community participation in planning and conducting schools in a locally appropriate manner.

7.5.7 The Voluntary Schools would be organised to serve all school children in a given village/habitation. Areas would be well defined with a population of not less than 150 so that the Voluntary School has at least a minimum of 30 children. Voluntary Schools would be expected to complete primary/elementary education of the required level in a specific period adequate for the pupils to master the curriculum. Learners enrolled in the Voluntary Schools may appear as external students for entry into any class of full-time formal school. Local teachers will be appointed to run the schools and

adequate training will be provided to them. Supervision of the Voluntary Schools would be the responsibility of the Village Education Committee (VEC)

7.5.8 A system of monitoring and evaluation will be designed by the grant-giving agency to periodically evaluate the work of the school on the basis of five main criteria—enrolment, attendance, retention, achievement of minimum levels of learning and community involvement.

7.5.9 Central assistance will be given to the eligible Voluntary Agencies to run the schools.

(c) *Programme of Non-Formal Education*

7.5.10 In order to strengthen the NFE Scheme the following strategies will be adopted:

- (i) Provision of NFE centres will be based on the Microplanning exercise carried out for UEE. NFE centres will invariably cater to the needs of children, especially girls, who are not able to or who cannot attend the formal school.
- (ii) Vocational and technical courses of wide variety will be provided for children and youth who pass out of the Non-Formal stream. Shramik 'Vidyapeeth and Voluntary agencies will be involved in this process.
- (iii) Voluntary agencies will be encouraged to undertake projects of NFE, especially in areas where the formal school system is not able to meet the demands of UEE.
- (d) assistance to academic institutions and voluntary agencies for taking up innovative projects and research and evaluation activities in the field of non-formal education on 100% basis.

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(d) *Microplanning*

7.5.13 Microplanning is a process of designing "a family-wise and child-wise plan of action" by which "every child regularly attends school or NFE centre, continues his/her education at the place suitable to him/her, and completes at least 8 years of schooling or its equivalent at the non-formal centre." A revenue village would be ideal for specific planning; however, microplanning for UEE may be carried out at the Block, Taluk, District levels. Within area the steps by which this micro level planning will be operationalised are :

- (v) Ensuring that all children, specially girls and SC/ST children, regularly and actually participate in elementary education.

7.5.16 Microplanning will be made operational in about 20 project areas on an experimental basis during 1992-93. Based on the experience gained during the course of implementation it will be expanded to cover about 100 districts during the 8th Plan. In due course the entire country will be covered, thus ensuring universal access and enrolment, and universal retention.

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(e) *Operation Blackboard*

- (iii) Expanding OB to upper primary schools to provide (a) at least one room for each class/section (b) a Headmaster-cum-office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment including a library, (e) at least one teacher for each class/section and items, consumable and minor repairs, etc

8. Secondary Education

2. Policy Change

8.2.1 The Revised Policy Formulations take note of the increased demand for secondary education and go beyond NPE 1986 by calling for a planned expansion of secondary education facilities all over the country. Secondly, they call for higher participation of girls, SCs and STs, particularly in science, vocational and commerce streams. Thirdly, they call for reorganisation of Boards of Secondary Education and vesting them with autonomy 'so that their ability to improve the quality of secondary education is enhanced'. Fourthly, they envisage that effort will be made to provide computer literacy in as many secondary level institutions as possible so that children are equipped with necessary computer skills to be effective in the emerging technological world.

3. Broad Parameters of the Strategy Envisaged

8.3.1 They include :

- Extending access to secondary education by setting up new schools in the unserved areas and by extending and consolidating the existing facilities, with particular emphasis on ensuring substantially increased enrolment of girls, the SCs and the STs.

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4. Widening Access to Secondary Education

- (ii) As a medium and long term measure, the programme of school mapping in each State for locating schools on the basis of clearly defined norms and standards will be revised. This exercise, to be carried out by NIEPA in collaboration with educational authorities in the States, will be completed by the end of 1994 and a programme to fully serve the unserved areas will be completed by 2000 A.D. In this exercise the educational needs of girls, SCs and STs would receive special consideration.
- (iii) The States/UTs will be urged to formulate a special enabling plan to ensure increase in enrolment of girls, the SCs, the STs and other educationally backward sections. Necessary guidelines to formulate the plan/mechanism will be developed by the NCERT in consultation with the education authorities of the States/UTs.
- (iv) The educational needs of those who find it difficult to attend full-time school and for the working people who have missed the secondary school will be met by extending and strengthening the Open School system.

9. Navodaya Vidyalayas

1. Present Situation

9.1.3 The Navodaya schools largely are intended to cater to rural talented children (for whom 75% seats are reserved) with reservation for SCs and STs. This social objective has been achieved to a great extent. In the Navodaya Vidyalayas, 77.45% of the students are from rural areas; 20.35% from SCs and 10.76% from STs. Girl students are 28.44% of the student population as against the target of 33%. An important feature of the scheme is the migration of a proportion of the students from one region to another, promoting national integration by providing opportunities to talented children from different parts of the country to live and learn together.

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10 Vocational Education

(iv) Vocational Educational Programmes for Special Groups and out of School Population

10.4.9 The tribal and rural population do not have adequate access to school education, vocational courses in schools or vocational/technical training schools/institutions. There is also a paucity of vocational courses/institutions to cater to the women population whose earning power could be considerably augmented through vocational training. Handicapped and disabled persons form another significant section of the society who have at present practically no avenues to acquire suitable productive skills to make their living more meaningful and self reliant. In addition, there is a large student population which does not go beyond class VIII and who need to be provided some skill training.

10.4.10 Vocational training programmes of non-formal nature are being organised by various Departments/organisations like the Department of Rural Development, Department of Women and Child Development, Ministry of Welfare, ICAR, KVIC, Central Social Welfare Board, Community Polytechnics, Shramik Vidyapeeths, Jan Shikshan Nilayams, etc. While these organisations would continue with their effort to provide non-formal vocational training groups, the Department of education under the Vocational Education Programme would concentrate on organising non-formal vocational education and training programmes for school dropouts in the age group 14-18 years who had completed class VIII but had not gone beyond class x.

10.4.11 It is also felt that all polytechnics, engineering colleges and other vocational and technical training institutions should organise short-duration non-formal vocational training programmes. The concerned Ministry/Department/organisation as well as the States/UTs should earmark funds and provide financial assistance to these institutions for this purpose.

10.4.12 The Ministries of Welfare and Labour are already organising some vocational training programmes for the handicapped. They would intensify their efforts. The Department of Education would also encourage voluntary organisations working in this area. The CIVE will also provide support to vocational training programmes for the handicapped through teacher training materials and other resources.

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10.4.13 The involvement of girls in the vocational education programmes is crucial. Under the Centrally Sponsored Programme at +2 level, girls have equal access to vocational courses as the boys. Efforts should be made by the State/UTs to consciously encourage the participation of girls in the non-traditional and emergent technologies. The non-formal vocational programmes with emphasis on entrepreneurship should be specially geared to the needs of the out-of-school girls. Facilities for guidance should be made available.

(vi) Vocational Education for Special Areas

10.4.14 Separate vocational schools are proposed to be set up in the rural areas and in the North Eastern States where it is not viable to start vocational courses in general educational institutions. As and when these vocational schools are established they would also run short duration non-formal vocational training programmes for special groups and out of school population.

(vii) Assistance to Voluntary Organisations for Experimental/Innovative Programmes and Short Term Vocational Courses

10.4.15 The centrally sponsored scheme of Vocationalisation of secondary education envisages the role of voluntary agencies for conducting innovative programmes in the field of vocational education and provides financial assistance to selected agencies for this purpose. However, since the scheme was launched in 1987-88 only a few voluntary organisations could avail the assistance provided under the scheme. This was mainly because the scope was limited and assistance restricted to programmes of "innovative character". It was therefore felt that, to mobilise greater involvement of the voluntary organisations in the vocational education programme, the scope and objectives of the scheme should be widened and the details of the facilities offered to voluntary organisations be made available separately. Accordingly a Scheme of Assistance to Voluntary Organisations is now being formulated.

10.4.16 The overall aim of the scheme is to promote non-formal vocational education through NGOs for achieving the goals spelt out in the NPE. The specific objectives of the scheme are to provide financial assistance to the voluntary organisations for :

- Innovative/experimental projects.
- short-term training programmes of vocational education preferably in backward/rural areas and particularly girls of the age groups of 14-18 years who have dropped out of the school before completing class X.
- Organising special vocational training centres in rural areas where no institution/organisation is available to start non-formal courses.
- training of vocational teachers/resource persons.
- other activities connected with the vocational education

10.4.17 States/UTs would have the primary responsibility to enlist the voluntary organisations for implementing the scheme. The NCERT should prepare the syllabus, curricula instructional material for more short-term courses

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14. Technical Education for Women

15.14.1 Opportunities for Technical Education for women at all levels will be suitably increased. Additional polytechnics for women will be established under the World Bank assisted Technician Education Projects, and concerted efforts will be made to increase the proportion of girls enrolling in polytechnics and engineering courses. Adequate hostel facilities will be provided to the girl students in technical and management institutions. Guidance seminars for girls at the 10+2 stage will be organised through the State Governments, Boards of Apprenticeship Training and other selected institutions to make them aware of opportunities in technical education and the potential for employment and self-employment.

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22 Teachers & Their Training

3. Teachers and Their Role

22.3.1 While some of the problems being faced by the teaching community have financial implications, many of other problems can be solved through non-monetary inputs and by a planned, systematic and sympathetic approach. Lack of clarity of purpose and interplay of various extraneous factors have often been instrumental in teachers not getting their due place and status. This has also led to lack of teacher accountability and diminished teacher effectiveness.

22.3.2 Keeping in view the financial constraints of various State Governments and their own policies, States will be encouraged to develop their own POAs especially with regard to matters like pay and allowances to teachers, other working conditions, norms for transfers and postings, removal of grievances, participation of teachers in the educational process, recruitment of teachers and the role of teachers' associations.

22.3.3 The primacy of the role of teachers in the educational process, their active participation at all levels of management, special measures for the teachers from the disadvantaged sections like women, SCs/STs, etc., provision of facilities similar to other government employees and fair and transparent working conditions and justice to them will be the guiding principles of any such POA. Efforts will also be made to ensure that the benefits of the existing schemes for women and other weaker sections are passed on to the teachers from these groups to the maximum extent possible

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22.3.4 to help the existing weak educational administration in expeditious disposal of personnel matters of teachers. Use of computers available under other educational programmes, wherever possible, will be made.

22.3.5 Norms for accountability of teachers will be laid down with incentives for good performance and disincentive for non-performance. The NCERT will complete this task in respect of school education within one year. Assessment of teachers will be made on the basis of their comprehensive performance appraisal and their continuous education and improvement.

22.3.6 Responsible teachers' associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year.

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23 Management of Education

- (iv) At least 50% of the teachers appointed will be women. This will have a positive impact on girls enrolment and retention.

2. Decentralisation and involvement of People

23.2.1 The NPE and POA have emphasised the importance of decentralising planning and management of education at all levels and involving people in the process. Decentralization implies democratic participation by elected representatives of people in decision-making at the district, sub-district and Panchayat levels. In pursuance of the POA provision the State government have been taking steps to set up structures for decentralised planning and management. The future course of decentralisation would be influenced to a great extent by the proposed Constitution Amendment (Seventy-second) Bill, 1991; they would have to be finalised after the Bill is enacted.

(a) *The Constitution (Seventy-second) Amendment Bill, 1991*

23.3.1 The Constitution (Seventy-second) Amendment Bill of 1991 on Panchayati Raj institutions envisages introduction of democratically elected bodies at the district, sub-district and panchayat levels. These bodies will be responsible for the preparation of plans for the economic development and social justice. The Bill provides for representation of women, scheduled castes and scheduled tribes.

23.3.2 The proposed Eleventh Schedule of the Constitution provides, among other things, for entrusting to Panchayati Raj bodies of :

"Education including primary and secondary schools, technical training and vocational education, adult and non-formal education, libraries, and cultural activities".

The subjects closely allied to education, namely, health, welfare, women and child development are also to be entrusted to the Panchayati Raj bodies.

(b) *State Legislation*

23.3.3 The Panchayati Raj Bill is an enabling legislation. The states are to frame their own legislation in their turn. The states would need to draw up appropriate legislations which, among other things, must provide for Panchayati Raj Committees for Education.

(c) *District Level Body*

23.3.4 Within this legislation a district-level body may be set up with the responsibility for implementation of all educational programmes including non-formal and adult education, and school education up to the higher secondary level. The district body will provide for representation of educationists, women, youth, representatives of parents, scheduled castes/scheduled tribes, minorities and appropriate institutions in the district. Representation may also be provided for urban bodies

and cantonments which organise educational activities. The district body will also be vested with the responsibility for planning which would include, inter alia, area development, spatial planning, institutional planning, administrative and financial control and personnel management with respect to primary, middle, secondary and higher secondary schools and other educational programmes. Implementation of different educational programmes at the district level will be supervised and monitored by the body. The district educational plans will also go into the levels of participation and retention of boys and girls under different age-groups by socio-cultural and economic categories, particularly SC & ST, and plan for measures for ensuring physical infrastructure, equitable access as well as qualitative aspects of education.

4. Involvement of Voluntary and Non-governmental Agencies

23.4.1 The successful implementation of programmes like elementary education including non-formal education, early child-hood care and education, adult education, education of the disabled, etc. Will require people's involvement at the grassroot level and participation of voluntary agencies and social activist groups on a much larger scale. Considering the need for ensuring relationship of genuine partnership between the government and voluntary agencies, the government will take positive steps to promote their wider involvement. Consultations will be held with them from time to time about programmes and procedures for selection for financial assistance will be streamlined to enable them to play optimal role.

23.4.2 It would be desirable for the state governments to develop specific action plan for entrusting selected programmes of educational development to voluntary agencies and non-governmental organisations. They could be used to supplement effectively the on-going programmes to enhance their quality and impact. They should be allowed to function in a congenial and supportive atmosphere. It is expected that appropriate indices of accountability in terms of performance would be evolved in consultation with the voluntary organisations and NGOs.

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PART III

National System of Education

3.1 The Constitution embodies the principles on which the National System of Education. is conceived of.

3.2 The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the *Common School System* recommended in the 1968 Policy.

3.3 The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.

3.4 The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

3.5 India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, Education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected.

3.6 To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. *Besides, awareness of the inherent equality of all will be created through the core curriculum* The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

3.7 Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

3.8 In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit.

regardless of his origins. The universal character of universities of other institutions of higher education is to be underscored.

3.9 In the areas of research and development, education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.

NPE - 1986

Sl. No	States/ Union Territories	Population in Millions (1991)		Density persons per sq. km	Sex Ratio (1991) Female per 1000 Males	Average Annual Growth Rate (1981-1991)	% of Rural Population (1981-87) in Rs	Per Capita Net Domestic Product (1986-87)	% of Rural Population below poverty line (1987-88)	Literacy Rate for age Group 7 Years & above (1991) ¹						Female mean Age at Marriage (1981) ²		Total Fertility Rate (1981) ³	
		Male	Female							Male	Female	Total	Rural	Urban	Total	Rural	Urban	Total	Rural
1.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
States																			
1.	Andhra Pradesh	33.62	32.68	241	972	2.14	76.68	2333	33.7	56.24	33.71	45.11	15.8	16.6	3.2	3.4	2.8		
2.	Assam	0.46	0.40	10	861	2.06	93.43	2834	NA	51.10	29.37	41.22	18.7	18.4	4.4	4.4	3.7		
3.	Assam Pradesh	11.58	10.71	284	925	2.12	89.71	2204	24.4	62.34	43.70	53.42	NA	NA	NA	NA	NA		
4.	Bihar	45.15	41.19	497	912	2.11	87.53	1802	42.6	52.63	23.10	38.54	15.9	16.1	3.6	3.7	3.1		
5.	Goa	0.59	0.58	316	969	1.48	67.63	4782	NA	85.48	68.20	76.96	19.2	19.6	2.6	2.8	2.4		
6.	Gujarat	21.27	19.90	210	936	1.89	68.90	3223	11.2	72.54	48.50	60.91	18.2	18.5	3.2	3.6	2.6		
7.	Haryana	8.71	7.61	369	874	2.33	78.12	3925	11.7	67.85	40.94	55.33	16.5	17.8	4.5	4.9	3.3		
8.	Himachal Pradesh	2.56	2.55	92	996	1.77	92.39	2908	9.7	74.57	52.46	63.54	16.9	18.4	4.0	4.1	2.9		
9.	Jammu & Kashmir	4.01	3.70	76	923	2.58	78.95	2344	15.4	NA	NA	NA	17.3	17.6	3.7	4.1	2.3		
10.	Karnataka	22.86	21.96	234	960	1.88	71.11	2486	35.9	67.25	44.34	55.98	16.6	17.6	2.8	3.0	2.2		
11.	Kerala	14.22	14.79	747	1040	1.31	81.26	2371	16.4	94.45	86.93	90.59	19.0	19.5	2.4	2.5	2.1		
12.	Madhya Pradesh	34.23	31.90	149	932	2.37	79.71	2020	41.4	57.43	28.39	43.45	15.3	16.5	4.5	4.8	3.6		
13.	Maharashtra	40.65	38.05	256	936	2.26	64.97	3793	36.5	74.84	50.51	63.05	16.3	17.9	3.4	3.8	2.5		
14.	Manipur	0.93	0.90	82	961	2.51	73.58	2533	NA	72.98	48.64	60.96	19.1	19.1	2.6	2.5	2.8		
15.	Meghalaya	0.90	0.86	78	947	2.76	81.93	2114	NA	51.57	44.78	48.26	18.9	19.4	3.6	3.7	3.0		
16.	Mizoram	0.36	0.33	33	924	3.29	75.33	NA	NA	84.46	78.09	81.23	20.0	20.5	4.0	4.2	3.4		
17.	Nagaland	0.64	0.57	73	890	4.50	84.48	NA	NA	66.09	55.72	61.30	20.4	19.2	3.1	3.0	3.3		
18.	Orissa	15.98	15.53	202	972	1.78	88.21	1957	40.4	62.37	34.40	48.55	70.2	17.3	3.3	3.4	2.9		
19.	Punjab	10.70	9.50	401	888	1.85	72.32	4719	7.2	63.68	49.72	57.14	18.8	18.9	3.2	3.5	2.8		
20.	Rajasthan	22.94	20.94	128	913	2.47	78.95	2150	24.9	55.07	20.84	38.81	15.5	16.2	5.5	5.9	3.9		
21.	Sikkim	0.21	0.19	57	880	2.43	83.85	NA	39.5	64.34	47.23	56.53	18.9	18.9	4.5	4.7	3.3		
22.	Tamil Nadu	28.22	27.42	428	972	1.39	67.05	2732	NA	74.88	52.29	63.72	18.3	18.4	3.0	3.1	2.7		
23.	Tripura	1.41	1.33	262	946	2.90	89.01	2065	34.6	70.08	50.01	60.39	16.8	17.5	3.3	3.5	2.1		
24.	Uttar Pradesh	73.75	65.01	471	882	2.24	82.05	2146	30.3	55.35	26.02	41.71	16.0	17.4	4.3	4.5	3.6		
25.	West Bengal	35.46	32.52	766	917	2.20	73.53	2988	NA	67.24	47.15	57.72	16.0	17.4	3.1	3.6	1.8		
Union Territories																			
26	A & N Islands	0.15	0.13	34	820	3.87	73.70	NA	NA	79.68	66.22	73.74	17.7	18.2	4.1	4.5	3.1		
27.	Chandigarh	0.36	0.28	5620	793	3.50	6.37	NA	NA	82.67	73.61	78.73	17.6	18.9	2.7	4.1	2.7		
28.	D & N Haveli	0.07	0.07	282	953	2.90	93.33	NA	NA	52.07	26.10	39.45	17.0	18.4	4.2	4.2	4.0		
29.	Daman and Diu	0.05	0.05	906	972	2.50	*	*	NA	85.67	61.38	73.58	*	*	*	*	*		
30.	Delhi	5.12	4.25	6319	830	4.10	7.27	6075	NA	80.63	68.01	76.09	16.5	18.1	3.0	4.6	2.9		
31.	Lakshadweep	0.03	0.03	1615	944	2.50	53.72	NA	NA	87.06	70.88	79.23	16.7	17.5	3.7	3.9	3.5		
32.	Pondicherry	0.40	0.39	1605	982	2.67	47.72	3994	NA	83.91	65.79	74.91	17.9	18.4	2.9	3.0	2.8		
INDIA		437.60	406.33	267	929	2.11	76.69	2975	32.27	63.86	39.42	52.11	16.5	17.6	3.6	3.9	2.8		

Sources : 1. Census of India 1991, series I India, Paper 1 of 1991, Population Total, Registrar General & Census Commissioner, India, New Delhi, 1991
2. Female Age At Marriage; An Analysis of 1981 Census Data, Occasional Paper No. 7 of 1988, New Delhi, 1988.
3. Census of India 1981, Occasional Paper No 13 of 1988, Fertility in India, An Analysis of 1981, Registrar General & Census Commissioner, India New Delhi, 1991.

APPENDIX TABLE 2
CHILD MORTALITY & EDUCATION

SL. No	States & Union Territories	Infant Mortality Rate 1981						Child Mortality Rate by Educational Level of Mother					
		Rural			Urban			Illiterate	Literate but below	Middle but below	Matric but Graduate	Graduate and Above	
		Male	Female	Total	Male	Female	Total						
1.	2	3	4	5	6	7	8	9	10	11	12	13	
State													
1.	Andhra Pradesh	105	86	65	59	100	82	152	102	66	47	31	
2.	Assam	146	115	70	50	141	111	236	94	45	36	27	
3.	Bihar	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
4.	Goa	98	98	67	58	95	94	151	95	72	51	33	
5.	Gujarat	64	59	53	56	60	56	102	61	44	34	NA	
6.	Haryana	90	94	62	63	81	84	138	100	73	54	34	
7.	Himachal Pradesh	97	126	59	65	87	119	149	97	70	51	30	
8.	Jammu & Kashmir	103	91	66	60	101	89	153	101	76	60	NA	
9.	Karnataka	86	85	46	48	78	78	121	71	54	38	25	
10.	Kerala	93	81	70	54	87	74	159	106	75	47	23	
11.	Madhya Pradesh	57	50	47	44	55	48	118	78	53	33	NA	
12.	Maharashtra	168	147	86	81	158	140	212	127	75	44	26	
13.	Manipur	110	102	65	60	96	89	172	114	34	24	22	
14.	Mizoram	34	30	23	40	31	33	54	53	80	47	NA	
15.	Nagaland	85	78	55	53	81	76	162	120	41	47	NA	
16.	Odisha	83	72	43	37	73	65	165	84	51	48	NA	
17.	Punjab	86	57	48	41	76	58	119	78	91	55	33	
18.	Rajasthan	124	114	110	79	119	111	191	152	63	44	32	
19.	Sikkim	83	90	57	55	74	79	123	91	76	54	41	
20.	Tamil Nadu	119	123	76	80	114	114	185	113	52	55	NA	
21.	Tripura	110	93	76	58	105	87	172	102	78	53	29	
22.	Uttar Pradesh	97	91	71	66	89	82	153	108	79	64	44	
23.	West Bengal	109	121	70	54	106	116	165	130	89	53	NA	
24.		140	137	84	77	131	128	201	126	51	34	24	
25.		112	93	62	56	103	57	140	97				
Union Territories													
26.	A & N Islands	86	72	27	42	78	66	137	98	51	37	NA	
27.	Chandigarh	68	77	52	51	53	53	110	70	48	NA	NA	
28.	D & N Haveli	104	93	79	127	102	93	160	81	NA	32	NA	
29.	Daman & Diu	*	*	*	*	*	*	*	*	*	*	*	
30.	Delhi	109	102	65	67	66	70	121	83	63	43	30	
31.	Lakshadweep	140	96	99	67	124	88	211	181	100	81	NA	
32.	Pondicherry	75	75	70	61	77	68	147	90	67	45	NA	
INDIA		130	116	68	66	122	108	170	107	71	48	32	

Source: Census of India 1981, Child Mortality Estimates of India, Occasional Paper No. 5 of 1988, New Delhi, 1988.

GROSS ENROLMENT RATIO 1986-87

Sl. No.	States & Union Territories	All Communities				Scheduled Castes				Scheduled Tribes			
		Classes I-V		Classes VI-VIII		Classes I-V		Classes VI-VIII		Classes I-V		Classes VI-VIII	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1.	2	3	4	5	6	7	8	9	10	11	12	13	14
States													
1.	Andhra Pradesh	103.89	80.01	44.37	24.75	156.42	116.05	48.57	27.41	124.85	74.18	28.41	11.43
2.	Assam	110.57	78.10	41.65	26.89	NA	NA	NA	NA	122.79	81.53	54.75	32.69
3.	Bihar	98.40	81.20	50.38	39.15	160.42	152.57	100.90	100.57	127.79	109.83	59.32	46.74
4.	Goa	105.20	52.77	43.00	16.11	96.64	34.71	31.13	7.37	106.33	52.70	34.28	12.77
5.	Gujarat	138.97	127.22	109.96	96.07	157.61	135.65	85.67	55.68	211.99	188.51	104.03	56.15
6.	Haryana	119.84	95.31	64.63	44.15	161.12	126.43	84.26	55.91	134.79	95.91	42.58	21.94
7.	Karnataka	95.81	77.60	76.26	39.89	106.00	81.16	64.86	23.16	NA	NA	NA	NA
8.	Kerala	105.99	92.59	93.07	64.79	123.26	98.07	87.83	55.37	111.99	74.89	80.22	30.80
9.	Madhya Pradesh	91.35	67.24	69.85	41.72	94.71	65.16	64.24	32.91	NA	NA	NA	NA
10.	Maharashtra	117.70	98.69	61.01	41.83	137.82	94.17	42.62	33.23	98.87	72.62	28.82	21.41
11.	Manipur	116.71	104.59	88.46	88.09	130.39	124.38	107.32	104.61	123.09	113.65	79.11	67.58
12.	Mizoram	106.31	76.33	63.41	24.23	128.99	71.39	67.51	16.06	99.02	52.88	37.42	9.42
13.	Nagaland	125.82	107.21	77.53	51.71	NA	NA	NA	NA	122.83	86.13	52.69	27.88
14.	Odisha	99.98	86.91	67.76	52.91	NA	NA	94.63	71.93	170.06	137.31	76.94	52.96
15.	Punjab	110.16	107.08	53.82	49.20	NA	NA	NA	NA	121.88	113.44	54.23	41.37
16.	Rajasthan	126.48	118.45	57.46	56.78	NA	NA	NA	NA	145.08	137.00	70.09	66.40
17.	Sikkim	111.47	103.91	45.68	37.39	NA	NA	NA	NA	45.65	43.95	107.95	105.17
18.	Tamil Nadu	119.36	81.87	51.32	29.88	122.91	80.21	46.63	20.74	106.86	52.68	30.92	13.55
19.	Telangana	97.03	92.85	65.45	54.15	117.56	98.69	57.95	37.60	NA	NA	NA	NA
20.	Uttar Pradesh	104.08	50.62	59.43	16.24	104.16	32.61	54.69	5.69	103.85	30.83	48.37	4.25
21.	West Bengal	139.40	115.83	60.61	50.83	157.45	131.38	45.39	37.53	145.02	117.29	60.69	53.50
22.	Andhra Pradesh	125.77	120.01	84.95	63.41	154.80	131.73	94.33	65.18	107.24	82.78	45.21	27.60
23.	Assam	135.20	112.72	65.71	49.94	164.74	135.08	54.41	34.39	156.79	101.75	42.68	21.40
24.	Bihar	86.17	50.33	55.93	23.09	87.10	39.41	32.29	8.16	111.28	73.49	49.74	17.04
25.	Goa	87.16	70.17	49.11	32.48	107.23	71.23	34.10	15.72	92.72	57.03	31.66	10.77
Union Territories													
26.	A & N Islands	97.92	85.52	88.59	77.91	NA	NA	NA	NA	93.51	77.22	80.17	65.00
27.	Chandigarh	81.51	79.44	71.88	75.67	57.00	66.14	31.78	25.11	NA	NA	NA	NA
28.	D & N Haveli	136.94	107.45	50.54	36.16	118.44	104.78	135.73	104.98	110.91	77.23	45.67	23.01
29.	Delhi	149.00	109.09	83.12	79.38	125.51	108.96	86.79	59.52	NA	NA	NA	NA
30.	Daman and Diu	92.76	90.21	80.31	76.56	NA	NA	NA	NA	158.47	149.02	123.21	82.21
31.	Lakshadweep	150.53	138.96	97.57	76.56	NA	NA	NA	NA	NA	NA	NA	NA
32.	Pondichery	121.98	126.27	86.33	72.17	140.57	149.99	97.71	71.69	NA	NA	NA	NA
INDIA		104.88	77.55	60.03	35.03	103.78	64.77	52.72	26.55	111.05	67.96	45.64	21.87

Source: Fifth All India Education Survey, NCERT

GROSS ENROLMENT RATIO RURAL URBAN 1986-87

Sl. No.	States & Union Territories	Rural				Urban				Total			
		Classes I-V				Classes VI-VIII				Classes IV			
		Classes VI-VIII				Classes I-V				Classes VI-VIII			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14
States													
1.	Andhra Pradesh	107	79	38	17	92	84	65	50	104	80	44	25
2.	Arunchal Pradesh	110	77	39	24	121	95	79	59	111	78	42	27
3.	Assam	99	81	46	35	94	86	89	79	98	81	50	39
4.	Bihar	108	51	12	12	84	62	72	43	105	53	43	16
5.	Goe	137	126	101	91	144	132	139	115	139	127	110	96
6.	Gujarat	124	95	57	35	110	97	81	64	120	95	65	44
7.	Haryana	103	80	73	31	69	69	86	72	96	78	76	40
8.	Himachal Pradesh	106	92	91	61	104	96	113	108	106	93	93	65
9.	Jammu & Kashmir	91	61	65	33	92	98	97	87	91	67	70	42
10.	Karnataka	107	86	46	27	149	139	108	88	118	99	61	42
11.	Kerala	108	105	87	86	100	101	96	102	107	105	88	88
12.	Madhya Pradesh	115	69	54	14	122	101	97	61	116	76	63	24
13.	Maharashtra	128	106	67	42	122	110	97	68	126	107	78	52
14.	Manipur	101	89	54	40	90	82	104	89	100	87	68	53
15.	Meghalaya	114	110	49	44	92	91	79	76	110	107	54	49
16.	Mizoram	156	142	62	59	82	83	50	54	126	118	57	57
17.	Nagaland	119	112	45	35	83	73	49	45	111	104	46	37
18.	Orissa	110	80	46	25	111	94	87	63	110	82	51	30
19.	Punjab	107	100	64	49	69	72	69	70	97	93	65	54
20.	Rajasthan	102	43	55	08	110	79	73	45	104	51	59	16
21.	Sikkim	158	130	65	52	49	47	41	45	139	116	61	51
22.	Tamil Nadu	132	128	77	53	107	104	97	83	125	120	84	63
23.	Tripura	139	114	61	44	104	98	109	103	135	113	66	50
24.	Utar Pradesh	88	48	50	16	80	62	84	56	86	50	56	23
25.	West Bengal	92	72	46	33	74	64	58	48	87	70	49	32
Union Territories													
26.	A & N Islands	95	83	81	72	106	93	110	96	98	86	89	78
27.	Chandigarh	109	109	62	51	79	77	73	78	82	79	72	76
28.	D & N Haveli	139	110	44	28	121	93	82	71	137	107	51	36
29.	Daman & Diu	170	154	88	64	157	142	144	121	165	149	109	85
30.	Delhi	153	144	130	96	87	86	76	78	93	90	80	79
31.	Lakshadweep	151	143	95	77	150	134	101	77	151	139	98	77
32.	Pondichery	129	126	83	69	115	108	89	75	122	126	86	72
TOTAL		106	74	53	27	100	88	84	64	105	78	60	35

AGE-SPECIFIC ENROLMENT RATIO ALL COMMUNITIES 1986-87

Sl. States/Union No. Territory		Rural				Urban		Total	
		6-11 years		11-14 years		6-11 years		11-14 years	
		Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10
States									
1.	Andhra Pradesh	86.04	61.73	38.91	17.95	80.54	72.71	65.74	49.50
2.	Assam	71.35	51.81	53.38	34.61	92.15	73.96	86.45	65.30
3.	Bihar	89.10	73.53	52.19	32.90	76.53	70.98	88.82	77.15
4	Goa	96.31	49.50	42.16	12.69	79.71	60.62	70.23	39.89
5	Gujarat	84.62	77.68	81.39	75.70	96.26	85.78	94.28	81.05
6.	Haryana	85.70	67.87	81.39	75.70	79.81	70.52	83.75	70.71
7.	Himachal Pradesh	89.52	69.81	71.39	34.08	59.43	58.66	78.11	68.94
8	Jammu & Kashmir	83.19	72.88	84.78	60.95	82.79	77.47	97.23	95.53
9.	Karnataka	86.89	58.38	64.10	33.10	85.07	89.26	94.81	86.31
10.	Kerala	85.54	69.83	59.94	36.86	117.11	111.58	111.54	91.29
11.	Madhya Pradesh	87.22	85.70	84.58	83.42	87.07	88.81	94.44	98.86
12.	Maharashtra	89.33	60.86	60.88	19.94	100.47	85.19	90.40	60.12
13.	Mizoram	91.09	77.63	76.33	51.15	85.50	81.77	89.03	69.73
14.	Nagaland	84.62	75.97	71.97	51.08	84.12	73.53	92.72	82.26
15.	Odisha	53.50	52.53	62.45	56.92	67.48	65.07	79.57	84.88
16.	Punjab	89.80	86.66	86.41	78.37	81.44	52.35	57.28	60.52
17	Rajasthan	57.55	59.55	56.87	36.78	47.58	43.13	54.99	48.61
18	Sikkim	83.94	60.31	47.18	25.81	92.24	77.10	83.46	60.87
19.	Tamil Nadu	96.31	92.43	70.70	53.13	58.68	61.43	71.40	72.69
20	Tripura	85.74	35.16	57.61	9.96	82.60	63.64	70.78	54.16
21	Uttar Pradesh	78.37	64.86	87.63	75.18	31.23	29.48	39.74	56.49
22.	West Bengal	97.37	93.26	98.61	64.84	99.65	95.83	96.21	78.72
23	Andhra Pradesh	126.86	105.40	65.18	48.16	99.51	93.47	96.95	93.05
24	Assam	75.29	40.20	45.84	19.27	73.80	70.11	81.84	54.71
25.	Bihar	84.91	67.12	53.71	33.67	67.25	58.70	65.28	53.18
Union Territories									
26	A & N Islands	73.83	65.44	72.71	67.39	94.98	85.27	84.59	69.44
27.	Chandigarh	86.35	86.48	61.87	49.11	64.33	63.50	69.11	72.86
28.	D & N Haveli	92.48	75.80	66.99	44.71	94.71	65.06	70.94	57.98
29.	Daman & Diu	86.95	82.39	80.60	63.90	93.82	89.17	88.40	84.07
30	Delhi	124.53	115.59	107.24	78.84	72.11	71.54	66.85	65.78
31	Lakshadweep	96.69	95.20	90.10	87.43	97.90	97.44	95.45	96.29
32	Pondichery	97.44	94.13	96.63	86.62	92.35	86.43	92.92	78.13
INDIA		87.43	61.28	57.64	31.03	83.00	75.84	81.86	60.44

Source: Fifth All India Educational Survey, NCERT, (Unpublished Data)

PERCENTAGE OF GIRLS ENROLMENT TO TOTAL ENROLMENT 1986-87

Sl. No	States & Union Territories	Rural					Urban					Total				
		Classes IV	Classes VI-VIII	Classes IX-X	Classes XI-XII		Classes IV	Classes VI-VIII	Classes IX-X	Classes XI-XII		Classes IV	Classes VI-VIII	Classes IX-X	Classes XI-XII	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
States																
1.	Andhra Pradesh	41.97	31.15	27.74	22.57	47.33	43.42	40.45	30.42	43.16	35.87	33.28	28.38			
2.	Assam	39.99	37.29	28.29	24.69	43.98	43.37	35.13	26.76	40.33	38.21	30.05	25.66			
3.	Bihar	43.28	40.10	38.18	31.07	45.77	44.56	45.35	38.80	43.52	40.92	40.46	35.84			
4.	Goa	31.96	23.05	16.06	16.41	42.20	35.98	29.88	22.85	33.13	26.20	20.67	21.29			
5.	Gujarat	47.41	46.01	44.38	45.38	47.54	43.94	45.22	47.38	47.44	35.42	44.62	46.44			
6.	Haryana	42.11	36.27	32.03	33.11	45.60	42.21	40.07	39.04	41.18	38.82	36.23	37.52			
7.	Himachal Pradesh	40.03	27.46	20.35	13.88	47.42	49.78	37.15	34.83	41.28	31.34	26.90	29.80			
8.	Jammu & Kashmir	45.68	39.07	31.15	21.53	46.79	45.24	40.71	23.79	45.77	39.84	30.09	22.60			
9.	Karnataka	37.69	30.91	26.76	23.90	48.42	44.94	42.83	34.15	39.75	34.65	32.68	31.53			
10.	Kerala	43.95	36.51	32.04	31.59	46.90	44.71	43.01	33.61	44.90	40.33	38.23	33.05			
11.	Madhya Pradesh	48.68	48.80	49.35	41.78	49.58	50.83	50.94	53.07	48.79	49.12	49.63	43.00			
12.	Maharashtra	36.54	20.76	12.84	14.09	43.76	38.32	27.80	32.26	38.85	27.54	21.72	27.71			
13.	Manipur	44.17	36.93	28.31	28.79	46.60	41.92	38.99	35.23	45.05	39.19	33.73	31.99			
14.	Mizoram	46.26	41.37	40.22	00.00	45.74	45.40	44.94	26.04	46.13	43.10	42.52	25.99			
15.	Nagaland	49.67	47.11	43.86	43.63	50.21	49.31	50.36	47.92	49.74	47.85	46.33	45.24			
16.	Orissa	46.96	47.71	45.29	00.00	49.48	50.99	49.63	00.00	47.64	48.93	47.02	00.00			
17.	Punjab	47.62	42.81	39.07	00.00	45.94	47.10	36.78	00.00	47.36	36.32	32.41	36.44			
18.	Rajasthan	41.61	34.79	30.25	38.64	45.63	41.92	39.05	35.67	42.10	36.32	32.41	36.44			
19.	Sikkim	45.12	39.73	37.95	26.45	47.56	46.83	46.28	40.19	45.58	41.86	40.98	37.18			
20.	Tamil Nadu	24.79	12.16	8.19	8.25	37.58	34.50	25.09	19.37	28.02	19.75	16.83	16.42			
21.	Telangana	44.69	42.83	35.46	23.35	48.36	50.47	47.25	38.25	44.92	43.81	37.79	30.50			
22.	Tripura	45.23	37.82	31.80	31.57	47.93	45.25	43.66	45.07	45.97	40.84	37.76	41.02			
23.	Uttar Pradesh	44.27	40.87	38.19	31.10	47.78	47.82	59.22	36.00	44.55	42.17	41.54	33.87			
24.	West Bengal	32.74	21.83	13.28	15.20	40.71	36.82	28.22	29.64	34.21	26.52	19.82	23.14			
25.	Union Territories	42.91	35.89	33.48	26.12	45.28	44.07	45.13	38.59	43.44	38.57	38.11	32.80			
26.	A & N Island	46.63	44.41	42.04	39.01	46.57	43.99	43.11	44.87	46.61	44.28	42.42	41.87			
27.	Chandigarh	45.30	40.20	34.36	22.73	46.00	47.15	40.99	42.97	45.92	46.73	40.79	42.72			
28.	D & N Haveli	40.31	35.82	41.31	36.27	43.65	45.50	33.14	39.37	40.71	38.75	38.24	30.94			
29.	Daman & Diu	47.19	46.61	37.12	00.00	47.14	44.57	42.56	30.94	47.18	42.63	40.52	30.94			
30.	Delhi	44.29	38.51	38.62	33.42	45.76	46.20	43.45	45.65	45.56	45.32	43.07	44.76			
31.	Lakshadweep	47.33	43.85	39.84	23.60	46.56	37.97	41.61	34.19	46.99	41.41	40.52	29.61			
32.	Pondicherry	48.05	40.51	37.21	37.09	47.97	43.55	42.26	40.86	48.01	42.19	39.96	39.41			
INDIA		39.48	31.82	27.33	24.08	45.17	41.83	37.34	34.86	40.81	35.32	31.71	30.77			

DROOP OUTS IN CLASSES I-VIII 1985-86

Drop-outs in Classes I-VIII (1985-86)

S.No.	States/ Union Territories	All Communities		Scheduled Castes		Scheduled Tribes	
		Male	Female	Male	Female	Male	Female
1 ^a	2	3	4	5	6	7	8
<u>States</u>							
1.	Andhra Pradesh	70.89	80.08	63.14	68.17	64.83	73.81
2.	Arunachal Pradesh	79.23	79.15	93.51	96.07	97.22	78.18
3.	Assam	65.23	70.96	56.96	61.76	73.53	79.83
4.	Bihar	78.14	85.90	70.38	77.70	78.89	83.91
5.	Goa	37.80	42.00	42.47	47.25	63.19	73.33
6.	Gujarat	65.34	72.96	55.18	61.09	69.35	78.29
7.	Haryana	36.24	52.20	23.50	40.52	NA	NA
8.	Himachal Pradesh	21.45	39.35	28.98	29.29	39.97	49.28
9.	Jammu & Kashmir	59.99	63.84	51.77	45.91	NA	NA
10.	Karnataka	67.85	78.29	67.83	75.12	48.14	48.09
11.	Kerala	16.17	15.66	00.00	00.00	32.04	34.64
12.	Madhya Pradesh	48.97	67.46	51.91	66.83	66.46	80.39
13.	Maharashtra	59.09	73.35	54.89	68.02	70.41	80.18
14.	Manipur	72.91	77.89	89.44	91.52	85.69	84.89
15.	Meghalaya	69.36	69.45	75.63	73.38	76.86	76.62
16.	Mizoram	40.26	40.82	NA	NA	61.61	64.13
17.	Nagaland	65.29	56.82	NA	77.27	75.09	76.59
18.	Orissa	60.06	69.65	69.08	77.86	75.39	83.36
19.	Punjab	62.26	69.27	63.60	67.02	NA	NA
20.	Rajasthan	59.86	71.20	66.97	67.02	69.35	84.89
21.	Sikkim	72.57	73.57	NA	45.88	NA	NA
22.	Tamil Nadu	47.63	58.72	32.53	63.60	34.68	41.68
23.	Tripura	66.74	65.50	61.10	58.90	67.61	73.80
24.	Uttar Pradesh	50.63	66.70	44.88	58.90	00.00	5.62
25.	West Bengal	70.63	74.46	74.36	78.41	70.84	65.64
<u>Union Territories</u>							
26.	A & N Islands	29.86	41.66	NA	NA	50.10	39.17
27.	Chandigarh	22.64	23.42	00.00	00.00	NA	NA
28.	D & N Haveli	77.50	81.73	28.12	47.94	73.60	81.65
29.	Daman & Diu	NA	NA	32.68	55.68	NA	NA
30.	Delhi	20.09	35.63	42.47	47.25	NA	NA
31.	Lakshadweep	38.32	40.81	NA	NA	1.3	16.25
32.	Pondicherry	8.56	33.64	13.80	27.89	NA	NA
INDIA		60.70	70.04	56.43	64.24	71.57	78.43

Source : Ministry of Human Resource Development, Selected Educational Statistics, 1988-89, New Delhi.

PERCENTAGE OF GIRLS' ENROLLMENT TO TOTAL ENROLLMENT 1986-87

S.No.	States/Union Territories	Rural				Urban				Total			
		Classes I-V	Classes VI-VIII	Classes IX-X	Classes XI-XII	Classes I-V	Classes VI-VIII	Classes IX-X	Classes XI-XII	Classes I-V	Classes VI-VIII	Classes IX-X	Classes XI-XII
1	2	3	4	5	6	7	8	9	10	11	12	13	14
States													
1.	Andhra Pradesh	41.97	31.15	27.74	22.57	47.33	43.42	40.45	31.42	43.16	35.87	33.28	28.21
2.	Arunachal Pradesh	39.99	37.29	28.29	24.69	43.98	43.37	35.13	26.76	40.33	38.21	30.05	25.25
3.	Assam	43.28	40.10	38.18	31.07	45.77	44.56	45.35	38.80	43.52	40.92	40.46	35.53
4.	Bihar	31.96	23.05	16.06	16.41	42.20	35.98	29.88	22.85	33.13	26.20	20.67	21.47
5.	Goa	47.41	46.01	44.38	45.38	47.54	43.94	45.22	47.38	47.44	35.42	44.62	46.62
6.	Gujarat	42.11	36.27	32.03	33.11	45.60	42.21	40.07	39.44	43.18	36.82	36.23	37.99
7.	Haryana	40.03	27.46	20.35	13.88	47.42	49.78	37.15	34.83	41.28	31.34	26.90	29.22
8.	Himachal Pradesh	45.68	39.07	31.15	21.53	46.79	45.24	40.71	23.79	45.77	39.84	30.09	22.22
9.	Jammu & Kashmir	37.69	30.91	26.76	23.90	48.42	44.94	42.83	34.15	45.77	34.61	32.68	31.31
10.	Karnataka	43.95	36.51	32.04	31.59	46.90	44.71	43.01	33.61	44.90	40.33	36.23	33.33
11.	Kerala	48.68	48.80	49.35	41.78	49.58	50.83	50.94	53.07	48.79	49.12	49.63	43.33
12.	Madhya Pradesh	36.54	20.76	12.84	14.09	43.75	38.32	27.80	32.26	38.85	27.54	21.72	27.27
13.	Maharashtra	44.17	36.93	28.31	28.79	46.60	41.92	38.99	35.23	45.05	39.19	33.73	31.31
14.	Manipur	46.26	41.37	40.22	00.00	45.74	45.40	44.94	26.04	46.13	43.10	42.52	25.25
15.	Meghalaya	49.67	47.11	43.86	43.63	50.21	49.31	50.36	47.92	49.74	47.85	46.33	45.45
16.	Mizoram	45.29	47.71	45.29	00.00	49.48	50.99	49.63	00.00	47.64	48.93	47.02	00.00
17.	Nagaland	47.62	42.81	39.07	00.00	45.94	47.10	36.78	00.00	47.36	43.82	38.12	00.00
18.	Orissa	41.61	34.79	30.25	38.64	45.63	41.92	39.05	35.67	42.10	36.32	32.41	36.36
19.	Punjab	45.12	39.73	37.95	26.45	47.56	46.83	46.28	40.19	45.58	41.86	40.98	37.37
20.	Rajasthan	24.79	12.16	8.19	8.25	37.58	34.50	25.09	19.37	28.02	19.75	16.83	16.16
21.	Sikkim	44.69	42.83	35.46	23.35	48.36	45.25	47.25	38.25	44.92	43.81	37.79	30.30
22.	Tamil Nadu	45.23	37.82	31.80	31.57	47.93	47.82	50.22	36.00	44.55	40.84	41.54	41.41
23.	Tripura	44.27	40.87	38.19	31.10	47.78	47.82	50.22	29.64	44.55	42.17	41.54	33.33
24.	Uttar Pradesh	32.74	21.83	13.28	15.20	40.71	36.82	28.22	29.64	34.21	26.52	19.82	23.23
25.	West Bengal	42.91	35.89	33.48	26.12	45.28	44.07	45.13	38.59	43.44	38.57	38.11	32.32
Union Territories													
26.	A & N Islands	46.63	44.41	42.04	39.01	46.57	43.99	43.11	44.87	46.61	44.28	42.42	41.41
27.	Chandigarh	45.30	40.20	34.36	22.73	46.00	47.15	40.99	42.97	45.92	46.73	40.79	42.42
28.	D & N Haveli	40.31	35.82	41.31	36.27	43.65	44.50	33.14	39.37	40.71	38.75	38.24	38.38
29.	Delhi	47.19	46.61	37.12	00.00	47.14	44.57	42.56	30.94	47.18	42.63	40.52	30.30
30.	Delhi	44.29	38.51	38.62	33.42	45.76	46.20	43.45	45.65	45.56	45.32	43.07	44.44
31.	Lakshadweep	47.33	43.85	39.84	23.60	46.56	37.97	41.61	34.19	46.99	41.41	40.52	29.29
32.	Pondicherry	48.05	40.51	37.21	37.09	47.97	43.55	42.26	40.86	48.01	42.19	39.96	39.39
INDIA		39.48	31.82	27.33	24.08	45.17	41.83	37.34	34.86	40.81	35.32	31.71	30.30

Source : NCERT, Fifth All India Directional Survey, A Census Report, New Delhi, 1990.

PERCENTAGE OF FEMALE TEACHERS 1986-87

Sl No	States & Union Territories	Primary School			Middle School			Secondary			Higher Secondary		
		Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>States</i>													
1	Andhra Pradesh	22.96	54.34	28.04	21.80	54.90	32.58	14.60	51.43	30.52	17.84	34.30	27.63
2	Arunchal Pradesh	12.31	65.00	17.34	16.02	37.96	17.88	16.24	42.86	17.58	13.32	14.01	14.86
3	Assam	22.06	56.66	25.59	16.28	41.97	19.14	16.48	37.94	20.41	15.08	22.66	20.12
4	Bihar	15.18	46.41	17.46	12.20	45.42	18.33	4.92	30.30	11.28	9.55	24.70	21.90
5	Goa	54.51	81.86	58.99	51.09	66.18	53.83	54.06	61.23	56.07	39.18	39.59	39.47
6	Gujarat	26.21	68.06	39.03	33.80	66.49	43.78	12.91	31.73	19.11	13.54	28.31	24.02
7	Haryana	34.25	74.77	41.25	36.22	78.79	40.49	29.20	65.46	38.10	25.77	47.33	40.53
8	Himachal Pradesh	32.61	88.83	35.59	16.94	69.11	19.85	18.74	71.58	28.90	25.22	40.28	31.72
9	Jammu & Kashmir	31.61	74.82	30.07	24.70	57.02	34.26	18.06	66.52	35.38	10.96	37.62	28.25
10	Karnataka	16.24	61.73	26.12	22.48	64.52	39.70	11.90	44.75	27.58	12.35	26.69	21.36
11	Kerala	60.82	71.87	62.12	58.36	64.60	58.93	57.72	63.65	58.70	49.49	70.91	56.49
12	Madhya Pradesh	91.81	56.34	21.62	8.95	50.69	24.74	7.60	48.66	21.47	8.51	34.53	26.37
13	Maharashtra	24.14	63.14	38.22	27.16	62.20	37.29	16.52	43.81	31.48	11.79	35.08	24.26
14	Manipur	17.47	36.17	21.43	18.08	37.74	21.95	19.55	36.94	27.68	8.70	32.83	31.27
15	Meghalaya	35.96	18.10	39.96	31.34	64.81	37.02	29.98	28.08	43.03	0.00	0.00	0.00
16	Mizoram	36.15	62.99	44.11	14.08	39.57	21.16	8.44	32.22	17.27	0.00	0.00	0.00
17	Nagaland	25.01	80.00	29.90	16.15	49.68	21.56	22.70	43.99	30.40	0.00	0.00	0.00
18	Orissa	11.92	50.29	15.67	8.38	44.87	12.09	10.78	42.13	18.29	22.31	52.33	46.48
19	Punjab	47.66	84.09	54.03	33.36	72.62	40.19	33.93	61.74	32.04	30.63	15.09	45.22
20	Rajasthan	14.36	45.61	23.42	13.68	42.43	22.87	7.82	53.58	19.22	4.56	26.57	19.85
21	Sikkim	29.44	83.33	29.60	31.56	0.00	31.46	35.25	81.56	41.82	38.52	48.00	42.13
22	Tamil Nadu	30.42	66.90	39.31	36.38	69.13	49.45	26.84	85.19	36.50	27.48	43.65	38.13
23	Tripura	17.56	76.81	21.86	19.47	55.21	22.56	20.42	57.43	25.02	23.89	83.16	30.66
24	Uttar Pradesh	15.48	45.65	21.27	11.42	40.36	19.44	5.40	33.24	14.52	2.72	27.82	15.57
25	West Bengal	14.41	41.09	20.44	18.65	32.89	21.50	16.18	40.19	25.73	9.36	31.77	21.93
<i>Union Territories</i>													
26	A & N Islands	29.86	63.64	32.85	37.26	82.14	45.94	42.37	80.18	50.38	28.58	23.01	26.05
27	Chandigarh	84.06	92.46	90.19	83.33	88.81	88.32	78.81	82.47	82.23	80.56	72.92	73.33
28	D & N Haveli	37.50	71.43	38.86	46.40	64.04	51.03	26.91	00.00	20.91	29.73	24.00	26.44
29	Daman & Diu	35.61	70.59	45.36	26.45	10.27	16.71	26.92	42.68	36.40	00.00	10.81	10.81
30	Delhi	49.24	58.13	56.67	16.12	63.57	60.57	32.77	54.86	52.53	28.05	60.66	58.23
31	Lakshadweep	29.41	30.30	29.73	54.55	44.29	40.25	19.55	28.50	22.26	00.00	10.53	6.43
32	Pondicherry	28.53	59.39	41.93	18.93	54.82	38.86	23.09	52.02	40.16	15.71	35.84	30.53
INDIA		20.84	55.62	28.20	23.40	56.62	32.80	22.42	47.62	31.27	12.92	30.89	27.79

Source : Fifth All India Educational Survey NCERT, (Unpublished Data).

Appendix Table 10

HARYANA : POPULATION OF THE DISTRICTS (1991)

S.No.	Name	Population	Percentage
1	Ambala	1106275	6.78
2	Yamunanagar	818401	5.01
3	Kurukshetra	635658	3.90
4	Kaithal	818352	5.01
5	Karnal	880213	5.39
6	Panipat	831754	5.10
7	Jind	758165	5.87
8	Sonapat	744450	4.56
9	Rohtak	1780166	10.91
10	Faridabad	1466393	8.99
11	Gurgaon	1128905	6.92
12	Rewari	623443	3.82
13	Mahendergarh	665418	4.08
14	Bhiwani	1122487	6.88
15	Hissar	1835555	11.25
16	Sirsa	902082	5.53
	Haryana Total	16317717	100

Appendix Table II

DECENNIAL GROWTH RATE OF POPULATION				
DENSITY IN HARYANA AND SEX RATIO				
S.No.		Population Growth Rate	Population Density	Sex Ratio
	INDIA	+ 23.50	267 Per Sq.km	939
	HARYANA	+ 26.27	369 Per Sq.km	874
1	Ambala	29.19	464	899
2	Yamunanagar	24.72	466	883
3	Kurukshetra	22.21	522	889
4	Faithal	20.44	292	853
5	Farnal	25.75	447	874
6	Panipat	23.22	474	854
7	Sonepat	25.40	538	854
8	Rohtak	17.41	404	866
9	Faridabad	48.71	697	832
10	Gurgaon	30.69	409	887
11	Rewari	25.49	400	927
12	Mahendragarh	24.83	395	950
13	Bhiwani	21.05	218	897
14	Jind	22.47	350	846
15	Hissar	23.23	292	867
16	Sirsa	27.55	211	866

Source: Census of India 1991, Paper 2.

Appendix Table 12

DISTRICT WISE DATA ON DEMOGRAPHY IN HARYANA - 1981

DISTRICTS	SEX RATIO	INFANT MORTALITY RATE	FEMALE CHILD DEATH BY AGE 2	FEMALE CHILD DEATH BY AGE 5
HARYANA				
AMBALA	871	78	105	17.14
KURUKSHETRA	863	91	140	31.62
KARNAL	854	94	125	18.42
JIND	854	109	164	37.50
SONIPAT	866	91	120	18.25
ROHTAK	883	98	124	17.89
FARIDABAD	813	98	134	28.36
GURGAON	880	116	151	22.84
MAHENDERGARH	931	114	151	23.61
BHIWANI	898	86	112	17.24
HISSAR	867	90	115	20.16
SIRSA	877	97	103	7.41

Source: Data pertains to 1981

Appendix Table 13

CHILD MORTALITY RATE BY EDUCATIONAL LEVEL OF MOTHER - 1981

STATE	ILLITERATE BUT BELOW MIDDLE	LITERATE BUT MIDDLE BUT BELOW GRADUATE	GRADUATE & ABOVE
HARYANA	149	97	51
KERELA	118	78	32
INDIA	170	107	48

Appendix Table 14

DISTRICT - WISE DATA ON NUPTIALITY & FERTILITY IN HARAYANA

DISTRICTS	MEAN AGE AT MARRIAGE	% FEMALES DIVORCED	% WIDOWS IN	% FEMALE MALE WIDOW	CRUDE BIRTH RATE	GENERAL MARRIAGE
IN AGE GROUP 15-19 FEMALES	OF CURRENTLY MARRIED	IN FEMALE POPULATION	FEMALE POPULATION	HOOD DIFFERENCE	FERTILITY RATE	
AMBALA	20.63	0.08	4.93	2.32	36.10	209
BUKHESHTRA	36.41	0.04	4.45	2.08	38.70	215
ROHTAK	47.62	0.04	4.72	2.30	37.90	211
SONIPAT	69.08	0.03	4.63	1.81	38.50	198
FARIDABAD	49.70	0.05	5.01	3.04	36.50	194
GURGAON	48.52	0.04	5.48	2.60	36.80	201
MEERUT	53.56	0.05	4.69	2.18	36.70	195
MEERUT	52.25	0.08	5.16	2.53	37.10	200
MEERUT	55.21	0.02	5.68	2.80	35.90	186
MEERUT	64.11	0.03	5.09	3.77	39.40	211
MEERUT	55.79	0.05	4.92	2.40	37.80	203
MEERUT	37.27	0.07	4.66	2.47	38.40	215

Source: Data pertains to 1981

Appendix Table 15

FEMALE WORK PARTICIPATION RATE

Sl.No.	States/UTs	(TOTAL WORKER) WORK PARTICIPATION RATES (1991)	
		Male	Female
	INDIA	51.52	22.69
	STATES		
1.	Andhra Pradesh	55.44	34.81
2.	Arunachal Pradesh	54.21	39.61
3.	Assam	50.32	21.29
4.	Bihar	47.95	15.69
5.	Goa	49.51	20.48
6.	Gujarat	54.35	27.08
7.	Haryana	47.92	11.29
8.	Himachal Pradesh	49.72	34.79
9.	Jammu and Kashmir	N.A.	N.A.
10.	Karnataka	53.91	29.27
11.	Kerala	47.81	16.90
12.	Madhya Pradesh	52.17	32.53
13.	Maharashtra	52.03	33.02
14.	Manipur	45.36	37.50
15.	Meghalaya	49.09	36.69
16.	Mizoram	54.37	43.94
17.	Nagaland	48.61	39.25
18.	Orissa	53.74	20.85
19.	Punjab	53.34	6.78
20.	Rajasthan	49.07	27.01
21.	Sikkim	53.60	52.74
22.	Tamil Nadu	57.01	30.88
23.	Tripura	47.48	14.31
24.	Uttar Pradesh	49.37	12.87
25.	West Bengal	51.36	11.67
	Union Territories		
26.	A & N Islands	52.95	12.86
27.	Chandigarh	54.01	10.52
28.	Dadra & Nagar Haveli	57.68	48.88
29.	Daman & Diu	50.72	23.06
30.	Delhi	51.53	7.67
31.	Lakshadweep	43.86	7.48
32.	Pondicherry	50.47	15.48

Source: Census of India, Series-I, India, Paper-3 of 1991, Provisional Population Totals: Workers and their Distribution.

Appendix Table 17

Percentage of literates to estimated
population aged 7 years and above

India/State/ Union Territory	1981			1991		
	Persons	Male	Female	Persons	Male	Female
1	2	3	4	5	6	7
INDIA *	43.56	56.37	29.75	52.11	63.86	39.42
States						
1. Andhra Pradesh	35.66	46.83	24.16	45.11	56.24	33.71
2. Arunachal Pradesh	25.54	35.11	14.01	41.22	51.10	29.37
3. Assam	NA	NA	NA	53.42	62.34	43.70
4. Bihar	32.03	46.58	16.51	38.54	52.63	23.10
5. Goa	65.71	76.01	55.17	76.96	85.48	68.20
6. Gujarat	52.21	65.14	38.46	60.91	72.54	48.50
7. Haryana	43.85	58.49	26.89	55.33	67.85	40.94
8. Himachal Pradesh	51.17	64.27	37.72	63.54	74.57	52.46
9. Jammu & Kashmir	32.68	44.18	19.55	NA	NA	NA
10. Karnataka	46.20	58.72	33.16	55.98	67.25	44.34
11. Kerala	81.56	87.74	74.65	90.59	94.45	86.93
12. Madhya Pradesh	34.22	48.41	18.99	43.45	57.43	28.39
13. Maharashtra	55.83	69.66	41.01	63.05	74.84	50.51
14. Manipur	49.61	64.12	34.61	60.96	72.98	48.64
15. Meghalaya	42.02	46.62	37.15	48.26	51.57	44.78
16. Mizoram	74.26	79.37	68.60	81.23	84.06	78.09
17. Nagaland	50.20	58.52	40.28	61.30	66.09	55.72
18. Orissa	40.96	56.45	25.14	48.55	62.37	34.40
19. Punjab	48.12	55.52	39.64	57.14	63.68	49.72
20. Rajasthan	30.09	44.76	13.99	38.81	55.07	20.84
21. Sikkim	41.57	52.98	27.35	56.53	64.34	47.23
22. Tamil Nadu	54.38	68.05	40.43	63.72	74.88	52.29
23. Tripura	50.10	61.49	38.01	60.39	70.08	50.01
24. Uttar Pradesh	33.33	47.43	17.18	41.71	55.35	26.02
25. West Bengal	48.64	59.93	36.07	57.72	67.24	47.15
Union Territories						
1. Andaman & Nicobar Islands	63.16	70.28	53.15	73.74	79.68	66.22
2. Chandigarh	74.81	78.89	69.31	78.73	82.67	73.61
3. Dadra & Nagar Haveli	32.70	44.69	20.38	39.45	52.07	26.10
4. Daman & Diu	59.91	74.45	46.51	73.58	85.67	61.38
5. Delhi	71.93	79.28	62.57	76.09	82.63	68.01
6. Lakshadweep	68.42	81.24	55.32	79.23	87.06	70.88
7. Pondichery	65.14	77.09	53.03	74.91	83.91	65.79

NA stands for not available

* Literacy rates for 1981 exclude Assam where the 1981 Census could not be held and the literacy rates for 1991 exclude Jammu & Kashmir where the 1991 Census is yet to be conducted. The literacy rates for India for 1981 and 1991 excluding Assam and Jammu & Kashmir works out as under:

Appendix Table 18

LITERACY RATE FOR HARYANA 1961 - 1991

Census Year	Persons	Male	Female
1961	19.93	29.22	9.21
1971	26.89	37.29	14.89
1981	43.85	58.49	26.89
1991	55.33	67.85	40.94

Source: Census Report, Office of Registrar General,
Census of India.

Note: Data for 1971 is inclusive of all age groups,
whereas figures of 1981 and 1991 show percentage of
literate of estimated population aged 7 years and
above.

Appendix Table 19

DISTRICTWISE COMPARATIVE LITERACY POSITION OF POPULATION AGED 7 YEARS AND ABOVE - 1981-1991 MALE AND FEMALE

SL. NO.	DISTRICT NAME	MALE LITERATES (IN THOUSANDS)		FEMALE LITERATES (IN THOUSANDS)		LITERACY RATE FOR MALES		LITERACY RATE FOR FEMALES		INDEX OF GENDER QUALITY	
		(1981)	(1991)	(1981)	(1991)	(1981)	(1991)	(1981)	(1991)	(1981)	(1991)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
STATE: HARYANA											
								1981	1991		
1.	AMBALA	390	365	222	250	62.7	75.9	41.4	58.1	78.4	86.1
2.	YAMUNANAGAR	*	252	*	159	*	70.2	*	50.5	*	82.8
3.	KURUKSHETRA	249	191	110	117	50.7	68.7	26.0	47.6	66.2	80.9
4.	KAITHAL	#	197	#	86	#	54.1	#	27.8	#	66.2
5.	KARNAL	331	255	145	146	57.2	65.7	29.7	43.3	66.7	78.3
6.	PANIPAT	@	244	@	128	@	65.9	@	40.8	@	75.0
7.	SONIPAT	242	254	97	136	65.6	76.7	30.3	48.2	61.6	75.8
8.	ROHTAK	395	591	164	364	68.4	75.1	32.5	53.7	62.9	82.4
9.	FARIDABAD	283	477	98	214	63.3	72.3	27.7	39.1	58.1	68.3
10.	GURGAON	215	315	77	147	59.2	63.8	24.3	33.7	56.7	67.9
11.	REWARI	\$	217	\$	114	\$	81.3	\$	46.3	\$	71.8
12.	MAHENDRAGARH	271	207	92	97	68.9	73.4	25.0	36.5	52.5	65.7
13.	BHIWANI	230	336	69	151	60.1	68.9	20.1	34.6	48.9	65.7
14.	JIND	190	255	51	107	46.5	59.6	14.8	29.7	46.0	64.7
15.	HISAR	327	492	112	224	50.4	60.7	20.1	32.0	55.2	67.5
16.	SIRSA	145	225	61	119	47.9	57.0	23.0	34.2	63.7	73.9

* (YAMUNANAGAR) NEW DISTRICT FORMED OUT OF AMBALA

(KAITHAL) NEW DISTRICT FORMED OUT OF KURUKSHETRA & JIND

@ (PANIPAT) NEW DISTRICT FORMED OUT OF KARNAL AND SONIPAT

\$ (REWARI) NEW DISTRICT FORMED OUT OF MAHENDRAGARH

S.No.	DISTRICT		PERCENTAGE		
			TOTAL	MALE	FEMALE
1	2		3	4	5
	HARAYANA	T	45.54	55.97	33.61
		R	40.24	51.77	27.09
		U	61.61	68.65	50.51
1	Ambala	T	55.54	62.66	47.63
		R	47.67	56.44	37.78
		U	69.64	73.99	64.91
	Ambala UA	U	67.02	71.31	62.61
	Ambala ME	U	71.31	75.33	66.77
2	Yamunanagar	T	50.12	57.87	41.33
		R	43.24	52.34	32.96
		U	63.57	68.66	57.78
	Yamunanagar	U	64.44	69.49	59.30
4	Kaithal	T	34.58	44.50	22.93
		R	31.34	41.78	19.04
		U	53.30	60.54	45.06
5	Kurukshetra	T	40.41	56.74	39.05
		R	43.27	52.35	33.13
		U	62.38	67.77	56.30
	Karnal UA	U	64.47	69.02	59.38
6	Panipat	T	44.64	59.40	33.22
		R	39.00	50.35	25.63
		U	59.76	65.38	53.29
	Panipat ME	U	60.89	66.23	54.76
7	Sonipat	T	52.31	63.14	39.63
		R	48.98	60.87	39.95
		U	62.99	70.48	54.41
	Sonipat ME	U	64.12	71.30	55.87

CRUDE LITERACY RATE - HAR YANA - 1991

S.No.	DISTRICT	PERCENTAGE OF LITERACY RATE		
		TOTAL	MALE	FEMALE
1	2	3	4	5
8	Rohtak	T	53.67	44.08
		R	51.01	41.14
		U	63.31	54.60
	Rohtak ME	U	65.22	57.55
9	Faridabad	T	47.08	32.12
		R	34.33	15.01
		U	60.52	50.60
	Faridabad	U	61.55	51.03
10	Gurgaon	T	41.14	27.79
		R	35.16	20.59
		U	64.54	55.76
	Gurgaon UA	U	71.61	65.15
11	Rewari	T	53.03	37.92
		R	51.04	35.27
		U	64.06	53.35
12	Mahendergarh	T	45.62	29.90
		R	43.48	27.35
		U	60.32	48.00
13	Bhiwani	T	43.56	28.49
		R	40.65	24.98
		U	56.14	45.20
	Bhiwani MC	U	59.41	49.51
14	Jind	T	37.83	24.42
		R	33.78	19.62
		U	57.26	47.22
15	Hissar	T	39.01	26.33
		R	33.65	19.89
		U	58.98	50.37
	Hissar UA	U	63.54	55.02
16	Sirsa	T	38.16	28.11
		R	33.25	22.59
		U	56.46	48.88
	Sirsa MC	U	59.15	51.72

Appendix Table 21

GROWTH IN NUMBER OF INSTITUTION (1966 - 90)				
TYPE OF INSTITUTION	1966-67	1970-71	1985-86	1989-90
PRIMARY/Jr. BASIC PRE-PRIMARY	4449	4207	5078	4976
MIDDLE /SENIOR BASIC SCHOOL	735	760	1121	1321
SENIOR SECONDARY / HIGH SCHOOL / POST BASIC SCHOOLS	597	975	1946	2266
TEACHER'S TRAINING COLLEGES	5	12	18	18
ART, SCIENCE COMMERCE COLLEGE	40	65	110	120
TEACHER'S TRAINING SCHOOL (J.B.T.)	10	12	-	1
OTHERS	5	5	5	6

HARYANA: GROSS ENROLMENT RATIO BY SEX 1988-89

S.NO.	DISTRICT	AGE (6 - 11 YEARS)			AGE (11 - 14 YEARS)			AGE (14 - 16 YEARS)		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11
1	Hisar	86.9	59.3	73.2	65.5	32.6	49.9	27.3	11.8	20.2
2	Sirsa	87.1	67.3	72.2	53.7	32.0	43.4	21.5	10.0	16.1
3	Bhiwani	114.9	84.2	99.4	98.3	47.4	78.8	38.2	16.2	27.7
4	Gurgaon	96.4	60.1	78.2	84.7	41.4	64.0	40.1	16.7	29.1
5	Faridabad	95.5	70.0	83.3	84.6	47.2	67.5	39.8	20.8	31.3
6	Jind	99.4	67.9	83.9	76.1	35.5	57.9	30.4	9.5	21.0
7	Mahendergarh	105.9	84.9	95.1	106.0	59.2	83.3	49.8	18.4	34.6
8	Ambala	83.9	71.5	77.7	81.6	59.5	71.1	34.1	20.6	27.8
9	Karnal	88.2	69.3	78.9	70.6	42.2	57.3	28.4	15.6	22.6
10	Kurukshetra	91.0	68.4	79.8	70.1	43.2	57.4	28.6	13.6	21.3
11	Rohatak	97.1	84.7	90.9	86.8	60.3	74.2	38.4	22.6	31.0
12	Sonepat	94.2	79.6	87.0	90.7	60.3	76.3	42.8	23.0	33.6

Source : Director of Public Instructions, Haryana.
Statistical Hand Book of Haryana 1989-90

Appendix Table 23

GROSS ENROLMENT RATE OF PRIMARY SCHOOL
GOING CHILDREN IN AGE GROUP OF 6 - 11 YEARS 90-91

S.No.	District	Percentage of School Going Children		
		Boys	Girls	Total
1	Ambala	95.08	79.60	87.27
2	Bhiwani	131.92	105.95	118.84
3	Faridabad	108.91	78.61	94.24
4	Gurgaon	120.07	87.33	103.66
5	Hisar	109.47	91.11	100.38
6	Jind	118.61	89.36	104.31
7	Kaithal	102.75	78.61	90.91
8	Karnal	113.49	91.40	102.91
9	Kurukshetra	121.15	98.04	109.57
10	Narnaul	125.74	92.89	112.09
11	Panipat	92.42	76.36	84.53
12	Rewari	117.11	97.64	107.15
13	Rohtak	125.00	112.22	118.68
14	Sirsa	109.04	84.74	96.87
15	Sonepat	107.23	89.18	98.36
16	Yamunanagar	103.20	86.24	94.27
HARYANA		112.90	91.04	102.20

Appendix Table 24

GROSS ENROLMENT RATIOS AT PRIMARY & UPPER PRIMARY IN HARYANA									
		1970-71		1978-79		1986-87		1990-91	
CLASS		BOYS GIRLS TOTAL		BOYS GIRLS TOTAL		BOYS GIRLS TOTAL		BOYS GIRLS TOTAL	
Primary Class									
I	V	79.1	37.8	59.9	92.5	49.6	71.9	98.19	72.09
(6-11 years)								85.50	
								93.99	
								73.09	
								83.57	
Middle Class									
VI - VIII		61.2	20.0	42.2	63.1	23.8	44.7	78.34	40.45
(11-14 Years)								60.50	
								75.38	
								47.36	
								62.03	

Source: A Hand Book of Educational & Allied Statistics of Education & Culture,
Government of India, New Delhi.

Appendix Table 25

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TEACHERS AT SCHOOL STAGE IN HARAYANA (1970-71)

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YEAR	PRIMARY		UPPER PRIMARY		SECONDARY		HIGHER SECONDARY	
	TOTAL	WOMEN TEACHER	TOTAL	WOMEN TEACHER	TOTAL	WOMEN TEACHER	TOTAL	WOMEN TEACHER
1970-71	13078	26.33%	6230	24.23%			19381	26.23%
1977-78	17521	30.58%	8201	23.55%			25255	29.59%
1986-87	15916	41.25%	10903	40.49%	38882	38.10%	6151	40.00%
1990-91	15461	41.71%	11815	39.34%	39352	39.74%	7863	44.91%

Sources :-

- i) Data for the year 1970-71 and 1977-78 is obtained from :- "A Hand Book of Educational & Allied Statistics", Ministry of Education & Culture, Government of India, New Delhi 1983.
- ii) Data for the year 1986-87 is obtained from "Fifth All India Educational Survey", A concise Report, N.C.E.R.T.
- iii) Data for the year 1990-91 is obtained from "Selected Educational Statistics", Ministry of H.R.D., New Delhi.

HARYANA

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF FEMALES - SOME SELECTED INDICATORS

District	Area	Female Literacy Rate (1981)	Percentage of Girls to Total Enrolment in Class I-V (1986-87)			Age Specific (6-11 Years) Enrolment Rat: 1986-87	
			Total	SC	ST	Boys	Girls
2	3	4	5	6	7	8	9
Bala	R	24.30	44.18	45.09	-	82.33	72.16
	U	56.50	47.14	47.37	-	54.67	60.30
	T	35.00	44.92	45.40	-	72.97	68.51
Jiwani	R	12.10	38.47	41.14	-	86.40	81.23
	U	38.90	47.58	44.62	-	61.74	54.23
	T	16.30	39.58	41.59	-	83.06	81.08
Jindabad	R	9.20	33.94	39.01	-	43.20	73.51
	U	44.00	46.80	44.56	-	69.69	63.58
	T	22.90	38.73	40.78	-	84.40	70.03
Jurgaon	R	12.90	35.98	42.47	-	90.14	56.52
	U	48.90	46.48	47.68	-	70.29	60.45
	T	20.00	37.67	43.46	-	86.44	57.25
Jissar	R	10.30	35.58	36.02	-	86.17	52.71
	U	44.10	51.13	48.08	-	50.70	50.60
	T	16.70	37.34	47.84	-	79.99	53.34
Jind	R	8.00	36.60	38.22	-	90.80	59.36
	U	38.90	45.33	45.86	-	86.38	78.00
	T	12.20	37.81	39.10	-	90.26	61.61
Jindal	R	15.80	39.97	35.17	-	88.34	69.11
	U	48.80	48.54	49.84	-	48.13	52.00
	T	24.50	41.48	40.11	-	78.60	61.94
Jukshetra	R	16.50	40.91	40.55	-	81.13	60.93
	U	47.10	46.61	46.52	-	60.68	59.89
	T	21.60	41.86	41.14	-	77.25	60.72
Jindergarh	R	17.20	42.91	44.09	-	96.69	19.15
	U	42.50	46.48	51.59	-	67.89	61.48
	T	20.40	43.27	44.87	-	93.20	77.49
Jitak	R	21.30	44.04	42.26	-	49.16	86.38
	U	49.40	48.45	47.49	-	58.09	59.44
	T	26.80	44.62	43.14	-	91.52	81.19
Jisa	R	13.00	58.86	44.34	-	81.50	66.15
	U	42.30	49.71	50.24	-	48.11	49.07
	T	18.90	42.60	45.40	-	78.84	62.30

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION
OF FEMALES - SOME SELECTED INDICATORS

.No.	District	Area	Female Literacy Rate (1981)	Percentage of Girls to Total Enrolment in Class I-V (1986-87)			Age Specific (6-11 years) Enrolment Ratio 1986-87	
				Total	SC	ST	Boys	Girls
1	2	3	4	5	6	7	8	9
12.	Sonepat	R	21.40	42.88	42.86	-	94.11	89.07
		U	49.30	45.12	48.43	-	58.74	56.34
		T	27.00	43.18	43.58	-	87.55	82.47
	Total (State)	R		40.03	41.24	-	89.52	69.81
		U		47.42	47.48	-	59.43	58.66
		T		41.29	42.05	-	83.18	67.39

Appendix Table 27

HARYANADISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF
FEMALES - SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No.	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Ratio (1986-87)	
			Total	SC	ST	Boys	Girls
1.	Ambala	R	32.78	29.27	-	68.00	44.06
		U	59.31	49.55	-	41.17	73.13
		T	35.65	32.33	-	75.34	53.60
2.	Bhiwani	R	24.48	21.27	-	80.14	34.03
		U	37.48	35.15	-	79.17	60.43
		T	28.49	23.46	-	80.49	38.45
3.	Faridabad	R	16.10	73.96	-	81.19	20.25
		U	41.62	24.50	-	84.11	68.85
		T	29.00	17.34	-	82.17	40.01
4.	Gurgaon	R	23.44	22.42	-	11.29	28.90
		U	39.97	29.53	-	91.10	98.75
		T	29.13	24.45	-	96.36	40.51
5.	Hissar	R	23.38	50.10	-	63.19	24.19
		U	43.86	28.93	-	96.74	98.15
		T	28.06	17.69	-	60.48	28.39
6.	Jind	R	20.66	14.20	-	61.81	21.22
		U	36.11	26.75	-	76.58	61.61
		T	24.27	16.57	-	64.14	37.34
7.	Karnal	R	25.30	19.05	-	66.04	38.30
		U	46.75	28.54	-	62.97	64.01
		T	31.75	20.71	-	65.30	36.87
8.	Kurukshetra	R	27.44	19.91	-	56.91	21.70
		U	42.59	30.12	-	97.91	76.10
		T	32.35	21.97	-	64.56	36.75

APPENDIX TABLE - contd.

DISTRICTWISE DATA ON EDUCATIONAL PARTICIPATION OF
FEMALES - SOME SELECTED INDICATORS (UPPER PRIMARY)

S.No.	District	Area	Percentage of Girls to Total Enrolment in Classes VI-VIII (1986-87)			Age Specific (11-14 years) Enrolment Rat (1986-87)	
			Total	SC	ST	Boys	Girls
9.	Mohindergarh	R	29.21	28.21	-	89.43	47
		U	33.40	34.14	-	91.75	90
		T	29.95	29.06	-	92.24	30
10.	Rohtak	R	34.35	26.70	-	81.31	54
		U	43.92	34.79	-	64.43	61
		T	36.50	28.05	-	78.24	55
11.	Sirsa	R	28.81	25.25	-	50.19	24
		U	46.64	29.19	-	56.52	53
		T	34.17	26.36	-	52.09	31
12.	Sonapat	R	33.38	24.42	-	86.42	48
		U	35.76	26.02	-	91.53	94
		T	34.04	24.76	-	87.68	55
	Total (State)	R	27.46	25.79	-	71.39	34
		U	40.78	32.04	-	78.11	67
		T	31.34	24.78	-	72.59	41

Appendix Table 28

HARYANA

DISTRICTWISE DATA ON LITERACY, ENROLMENTS AND PROVISION OF SCHOOLING FACILITIES 1986-87

S.No. Districts ranked by female literacy	Literacy Rate 1981		Enrolment Ratios				Rural Population			Served by a school		
	Female	Male	6-11 yrs.		11-14 yrs.		Primary		within habit- ation	upper primary		upto 3 km.
			Boys	Girls	Boys	Girls	Within habit- ation	upto 1 km				
										upto 1 km	upto 1 km	
1	2	3	4	5	6	7	8	9	10	11	12	
Haryana												
1. Jind	12.40	38.08	90.26	61.61	64.19	37.34	99.05	99.98	10.50	13.89		35.01
Bhiwani	16.30	48.13	83.06	81.08	80.49	38.45	98.0	99.80	67.80	74.00		91.4
Kissar	16.71	41.46	79.99	53.34	60.48	28.39	97.08	99.73	14.95	21.49		32.39
Sirsa	18.88	39.52	78.84	62.30	52.09	31.40	99.54	99.85	66.51	13.45		90.03
Gurgaon	20.02	48.61	80.44	57.25	96.36	40.28	96.90	99.60	46.50	57.20		93.2
Mohinderagarh	20.44	55.52	93.20	77.49	92.24	50.57	98.07	99.87	53.06	89.03		96.19
Kurukshetra	21.56	41.75	77.25	60.72	64.56	36.45	95.23	98.47	52.60	78.60		79.6
Faridabad	22.93	52.41	84.40	70.03	82.77	40.01	98.19	99.36	53.49	72.35		94.9
Karnal	24.49	47.27	78.60	61.94	65.30	36.89	98.19	99.73	59.12	70.20		89.9
Sonepat	25.34	54.28	87.55	82.49	87.68	55.94	97.21	99.90	71.38	90.78		97.68
Rohatak	26.82	56.44	91.52	81.19	78.24	55.52	98.09	99.97	79.42	94.77		98
Ambala	34.97	53.03	72.47	68.15	75.34	53.60	85.85	96.22	38.67	50.60		85.5

* Four new districts have been formed since.

Sl.No.	States/UTs	(TOTAL WORKER) WORK PARTICIPATION RATES (1991)	
		Male	Female
	INDIA	51.52	22.69
	STATES		
1.	Andhra Pradesh	55.44	34.81
2.	Arunachal Pradesh	54.21	39.61
3.	Assam	50.32	21.29
4.	Bihar	47.95	15.69
5.	Goa	49.51	20.48
6.	Gujarat	54.35	27.08
7.	Haryana	47.92	11.29
8.	Himachal Pradesh	49.72	34.79
9.	Jammu and Kashmir	N.A.	N.A.
10.	Karnataka	53.91	29.27
11.	Kerala	47.81	16.90
12.	Madhya Pradesh	52.17	32.53
13.	Maharashtra	52.03	33.02
14.	Manipur	45.36	37.50
15.	Meghalaya	49.09	36.69
16.	Mizoram	54.37	43.94
17.	Nagaland	48.61	39.25
18.	Orissa	53.74	20.85
19.	Punjab	53.34	6.78
20.	Rajasthan	49.07	27.01
21.	Sikkim	53.60	52.74 *
22.	Tamil Nadu	57.01	30.88
23.	Tripura	47.48	14.31
24.	Uttar Pradesh	49.37	12.87
25.	West Bengal	51.36	11.67
	Union Territories		
26.	A & N Islands	52.95	12.86
27.	Chandigarh	54.01	10.52
28.	Dadra & Nagar Haveli	57.68	48.88
29.	Daman & Diu	50.72	23.06
30.	Delhi	51.53	7.67
31.	Lakshadweep	43.86	7.48
32.	Pondicherry	50.47	15.48

Source: Census of India, Series-I, India, Paper-3 of 1991, Provisional Population Totals: Workers and their Distribution.

Appendix II

PROJECT: UNESCO PROJECT ON PROMOTION OF PRIMARY EDUCATION OF GIRLS & DISADVANTAGED GROUPS IN RURAL AND REMOTE AREAS

TRAINING CALENDER

PROGRAMME	PARTICIPANTS	DISTRICT	VENUE & DATE
1. Orientation of Key Educational Personnel on UPE of Girls and Disadvantaged Groups	DEOs 3 BEOs 26 Teacher Educators 11	Gurgaon Hissar Jind	SCERT, Gurgaon 3-5 May, 1993
2. Orientation of Key Educational Personnel on UPE of Girls and Disadvantaged Groups	DEOs 3 BEOs 28 Teacher Educators 9	Ambala Bhiwani Faridabad	SCERT, Gurgaon 6-8 May, 1993
3. Orientation of Key Educational Personnel on UPE of Girls and Disadvantaged Groups	DEOs 3 BEOs 19 Teacher Educators 18	Karnal Kurukshetra Kaithal	SCERT, Gurgaon 21-22 June, 93
4. Orientation of Key Educational Personnel on UPE of Girls and Disadvantaged Groups	DEOs 3 BEOs 22 Teacher Educators 15	Mohinder garh Panipat Rewari	SCERT, Gurgaon 3-5 June, 1993
5. Orientation of Key Educational Personnel on UPE of Girls and Disadvantaged Groups	DEOs 4 BEOs 29 Teacher Educators 7	Rohtak Sirsa Sonapat Yamunanagar	SCERT, Gurgaon 14-16 June, 93
6. Orientation Programme for Teachers on UPE of Girls and Disadvantaged Groups	Teachers 40		Pundri Block, Distt. Kaithal 1-3 July, 93
7. Orientation Programme for Teachers on UPE of Girls and Disadvantaged Groups	Teachers 40		Nuh Block, Distt. Gurgaon 5-7 July, 93
9. Orientation Programme for Teachers on UPE of Girls and Disadvantaged Groups	Teachers 40		Faridabad Ballabgarh Blocks, Distt. Faridabad 8-10 July, 93
9. National Workshop on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural & Remote Areas	30 DPis, Directors of SCERTs, DIETs etc. 9.	Delhi	NIE, Delhi 4-10 Oct., 1993

APPENDIX III

LIST OF BACKGROUND MATERIAL

The Orientation Programmes shall be supported by some of the following materials:

1. A Set of background material in Hindi developed by a joint team of scholars from Department of Women's Studies, NCERT and SCERT, Haryana Pathya Samigra.
2. Report of the study conducted in 11 villages of three low female literacy districts of Haryana entitled: Promotion of Primary Education Amongst Girls and Disadvantaged Groups in Rural and Remote Areas.
3. Handbook
4. Resource Papers on Content of Method of Education at Primary Stage.
5. Short Films from CIET, UNICEF and Department of Women & Child Development, MHRD.
6. Fact Sheet on Education of the Girl Child.
7. Kanati Ekorti in Hindi, Department of Women's Studies, NCERT, New Delhi.
8. Status of Women Through Curriculum: handbook for Elementary teachers, Department of Women's Studies.